

GERMAN

**I. ATTITUDES**

**A. Education**

**1. Secular**

**a. Elementary, Higher (High  
School and College)**



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GERMAN

Abendpost, April 30, 1937.

# GERMAN STUDENTS AT THE NORTHWESTERN UNIVERSITY

The German department of the Northwestern University gave a soiree last night in the music building at University Place and Orrington Avenue in Evanston.

The principal performance of the evening was the art play, "An American Duel", by Moser.

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Abendpost, Apr. 9, 1935.

## THE GREAT WALL

(Editorial)

As Emperor of Germany, William II often had clever ideas, but the carrying out of these ideas was bungled in most cases. The system of exchange professors was one of these ideas. At that time the "traditional friendship" between the United States and Germany did not exist merely on paper. The Kaiser and President Roosevelt were really close friends, and the German Ambassador, Speck von Sternburg, was one of the most intimate of the Rough Rider's associates. The system of exchange professors actually worked out very well, but the effects were naturally confined only to a small circle. In the deafening clamor of the World War the voices which came from the quiet studies of the scholars had to fall silent.

A movement has been in progress for many years to force members of the teaching profession to take a special oath of loyalty, and in many states





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this teacher's oath has already been introduced by action of the state legislatures. Of special interest is the debate which preceded the adoption of a law of this sort in the Maryland Legislature. The "Free State of Maryland," which used to pride itself on its free institutions and its liberalism, and which was one of the very few states which steadfastly refused to ratify the Prohibition Amendment, has degenerated, and is today a supporter of nationalism.

During the debate on the bill it was stated, openly and emphatically, that the chief purpose which the proposed law would serve was the exclusion of foreign educators. One of the most ardent supporters of the bill was John F. McNulty, State Commander of the American Legion of Maryland. McNulty considers that he is chiefly responsible for the passage of the bill, and he is very proud of it. The bill has now been passed in both houses of the Legislature and is in the hands of the Governor, who will sign it in all probability. Meanwhile a Baltimore newspaper has called McNulty's attention to the fact that a number of foreign professors are on the faculty of Johns Hopkins University, and are considered to give distinction to that old and



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famous educational institution. If the bill becomes law the university will lose these professors.

Mr. McNulty has obviously not thought of that, for he has stated in public that foreign professors might be registered as "lecturers" and thus be permitted to keep their positions. We are here faced with this peculiar spectacle, that the very man who, more than any other, is responsible for the passage of the bill, is already looking for loopholes to prevent the law's being enforced. But quite aside from this consideration, the fact remains that the spirit of nationalism is spreading in this country. The idea of an exchange of professors, which necessarily involves an exchange of ideas, is dead and buried. Today, instead, many public figures are attempting to build a great wall around the country in order to shut out all the ideas and movements which develop in some other country.





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Abendpost, Dec. 8, 1934.

## MILITARY TRAINING IN THE HIGHER EDUCATIONAL INSTITUTIONS

(Editorial)

According to a recent decision of the Supreme Court of the United States, students in colleges and universities which have received financial support from the Federal Government in the form of extensive land grants for this purpose to the states in which these institutions are located, must either take the stipulated military training or leave these institutions and matriculate elsewhere.

In individual institutions of higher learning obligatory military training has, especially since the World War, frequently been attacked and sharply criticized. It is maintained in these circles that this form of training instills a warlike spirit in our young people, while it would be much preferable to further the spirit of world peace.

Without going into the justice or injustice of these and similar complaints,

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the Supreme Court affirmed that it is the duty of every citizen to defend his country, and that the Constitution exempts no one who is physically able. So long as war is a possibility, every country must reckon with this possibility.

Obviously the Court was influenced in its decision by the arguments of the Attorney General that it is in the interest of the whole country for the American youth to receive a certain amount of military training, so that in an emergency the relatively small standing army of the United States could be strengthened, and avoid being crushed by a superior force.

The original law which made military training in the institutions of higher learning obligatory, even though the institutions receive only indirect support from the Federal Government, stems from the year 1862, and was enacted during Abraham Lincoln's administration.



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Today there are about seventy such educational institutions in the United States, of which twenty-six are state universities. Naturally, no student can be compelled to attend one of these institutions; but if he does enroll there, he must, according to the Supreme Court's latest decision, undergo the prescribed course of military training. In accordance with the same decision, it is the duty of every citizen "to defend the country against all enemies to the best of his ability, and only Congress has the right to make exceptions for people who object to this service for religious or other reasons". The decision states explicitly that it can in no wise be considered an infringement of the constitutional rights of American citizens for students to be compelled to undergo military training if they wish to attend certain educational institutions, even if Congress had never made such a stipulation.

Under these circumstances it is difficult to suppose that any success will attend the efforts being made to induce Congress to change the law and make military training at our institutions of higher learning optional instead of obligatory.

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Abendpost, Oct. 20, 1934.

## SAPLINGS IN TROUSERS ON STRIKE

(Editorial)

Twenty-six pupils of an elementary school in Milwaukee have staged a strike the carrying out of which is an outright paragon of childish ability to observe and to emulate [the actions of adults]; at the same time it throws a rather odd light upon the art of education as practiced in this country.

Basically, this strike of saplings of the sixth, seventh, and eight grades was ludicrous. They demanded--what is humanly understandable--shorter school hours and longer vacations, abolition of homework (which they seem to have felt to be especially irksome) and--only Heaven knows why--provision of more sandpaper for use in the instruction of manual arts.

Otherwise, the strike appears to have been quite amusing to those not interested in it. The leaders of the strike leaped up, at an agreed moment, in their school-rooms, proclaimed the strike, and stormed out into the schoolyard. There they

WPA (ILL.) PROJ. 30275



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formed processions of strikers, carrying posters and shouting their demands with much force of lungs. Sharpshooters, equipped with blowing tubes and catapults, bombarded the windows with pebbles and peas, in short the saplings deported themselves entirely like their respectable parents, except that the latter employ bricks in place of peas in similar instances.

One could dismiss the whole strike of the pupils as a cheap joke and go on with our routine work, had the affair not shown us once again the weak spots in our educational system.

Hand in hand with weak discipline at school stands, in most cases, a complete lack of discipline in the home. No wonder, therefore, that we read that the school principal was helpless when confronted with that boyish prank in Milwaukee. The respect she enjoyed at the hands of her pupils was probably not great, because she finally had to call for police intervention to restore peace and order in the school. All the schoolboys failed to do was to shoot at the police with their blowing pipes.

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The strike of Milwaukee boys is undoubtedly a product of the spirit of our times, which seems to have thoroughly infected the world of these trousered saplings, for whom school has been a necessary evil where games and carefree gayety have reigned supreme. As the adults strike, so seem the young ones to strike, emulating their elders in a most exemplary manner. The unconcerned bystander seems to think it advisable to administer to the little strikers, in place of the larger quantity of sandpaper demanded, a few doses of other rubbing remedies, so as to cure them of hankerings for strikes. Much more desirable, however, although to our regret not possible of execution, would be the adequate education of the teaching personnel, of whom the majority lacks understanding of how to assert and maintain their authority.

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Abendpost, Aug. 20, 1934.

EXTENSION OF THE SCHOOL PROGRAM

(Editorial)



Next week, according to reports, the Chicago teachers will receive the money due them, for which they have been waiting a long time. It would really be desirable if this cruel game were ended, for the employees of the School Board have been waiting long enough for their well-earned salaries, and have been disappointed so often that probably they have completely lost their belief in mankind. Moreover the case is, in many respects, instructive. It shows how a lofty bureaucracy can complicate even the simplest matters, and in this way cause endless mischief.

The money was on hand, the loan was legally authorized, the necessary safeguards were present; but the teachers have not yet received their pay. The occurrence further shows that the old proverb: "If two do the same thing, then it is not the same," still holds true. A local newspaper, which attacks the City administration every day for its extravagance and careless financial policies,

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considers it quite in order for this administration to borrow \$22,500,000 from the Chicago School Board. For this is the attitude about borrowing this money: It is thoughtless, reprehensible, even criminal, if others get the money; but it is good and honorable and statesmanlike, if we get it.....

It is to be feared that this great act of giving aid to the teachers will have a serious sequel. It drew the attention of the school politicians to the fact that Uncle Sam still has some money at his disposal, and they would very much like to annex it. As is well known, the organized school politicians have been trying, for a long time, to enlarge the school system. Their aim is to place more teachers, of both sexes, on the pay roll. Up to the present their success in carrying out this plan has been attained by the creation of new departments and their inclusion in the school curriculum. Now they are seeking to gain their ends by another method.

As has been reported, forty thousand teachers are to be employed to do away with illiteracy. What is meant by this can be seen from the following statement: "The school program will be expanded in such manner that two million

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people are reached whose formal education is not in conformity with the requirements of the cities and states." Hence, anyone whose education does not meet with the approval of the school politicians must go back to school, so that the defects in his education can be corrected under expert leadership. Formerly the school politicians were satisfied if they had the children to practice their profession on; now they want the adults, too. And they may well get what they are after!



Abendpost, July 7, 1934.

EDUCATION AND EXPERIENCE

(Editorial)

In these midsummer days, the National Educational Association holds its annual meeting in the country's capital. This organization is an association of teachers, men and women, and it is natural that at their meetings they will deal with school problems. They will first deal with the problem of how to obtain more money for school purposes, the N.E.A., as it is called in our days of initials, is firmly convinced that the country will find its salvation from the school. The school is a panacea for all evils', it can solve all problems!

It is generally known that, in this country, most cities are either bankrupt or are almost bankrupt. The states are not better off, and this is why the N.E.A. turns trustingly to the Federal government. It seems to assume that, when all others are broke, then the Federal government must be wading in money. True to an adage by Goethe, "Only hoboes are modest," organized teachers will demand half a billion from Uncle Sam. It seems that it will remain only a demand.

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Quite indignant are those who came to the meeting, because President Roosevelt has not come to welcome them personally. At present, the President is on board the cruiser Houston in the waters of the West Indies. At the time he was being sharply criticised by the N.E.A. he was visiting with his colored colleague, Stenio Vincent, the president of Haiti. He had instructed General Hugh S. Johnson, head of the N.R.A., to represent him and to make the usual speech at the N.E.A. General Johnson, however, is sick, and at the present is not in Washington. So it happened that the great convention of the N.E.A. was shamefully neglected by the most high personalities.

At all popular entertainments of this sort the "dear fatherland" is the main thing. Likewise in this case. The special representative of the fatherland was, in this case, the national commander of the American Legion, Edward A. Haynes. He gave the assembled educators of our youth a thoroughly good piece of his mind and declared, among other things, that among the teachers of high schools and professors of universities there are high traitors who implant into the youth revolutionary ideas and, by a subterfuge, seek to spread the red part

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of the **Star-Spangled Banner** over the entire flag.

Such assertions are not new. In many states, as well as in Illinois, they have resulted in the passage of laws according to which all persons engaged in teaching must pledge themselves, by oath, to uphold the flag of patriotic conviction and of the Constitution. There is a colossal naivete in believing that a teacher who is given to the worship of destructive tendencies will let himself be prevented, by such an oath, from injecting those tendencies into the minds of pupils. Even Mr. Haynes, in his angry address, made the declaration that every man has the right to think what he will. But he must not make propaganda for his ideas if by so doing he offends the rights of others.

By that, the commander of the Legion hit the nail upon the head, but only theoretically. In practice, no one is able to hold his convictions to himself forever, especially if he is a teacher and has before him youths eager for information. Whether or not he wants to do it, his ideas, his convictions must appear in his lectures. In this point the N.E.A. has become untrue to its tradi-

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tion. Its heads and leaders have often fitly been designated as school politicians; but this time they entirely forgot politics and strategy. In spite of the admonitions of the guest from the American Legion, they enthusiastically endorsed a resolution in favor of unlimited academic freedom of teaching.

This shows moral courage and merits unreserved recognition. It is also evidence of clear insight and national thinking. For freedom of research and instruction is the foundation of every scientific endeavor, and it is not feasible to ask every teacher in high school or university to renounce it. It is perhaps not totally unjustified that teachers and professors are often reproached for radical tendencies. Their occupation is such that they are particularly exposed to such tendencies. The danger, however, that these teachers may rear a generation of revolutionists and rebels is not great.

For the purely academic atmosphere of the classroom favors radical ideas. (Sic!) When these young people will no longer subsist on their parental money, when

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rough reality takes them by the scruff of the neck, then they will soon enough realize that the wonderful ideas intended to beautify the nations are not applicable in practical life. In conformity with an old Latin adage, we do not learn for the school but for life. And yet life is bound to alter many things in a swift and basic way what we have learned in school.



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## EQUAL EDUCATIONAL OPPORTUNITIES FOR ALL

Civilized countries have long demanded that their youth of all strata be afforded the same opportunities for education. This is only true, however, of the lower branches of learning; for, if we were to include university training, we would find that this demand has not yet been fulfilled in any country. Ordinarily it is a prerogative of the wealthy, or at least the upper middle class, to give their children a university training. But in spite of that, it is a well-known fact that not all young people who are financially able to afford a formal university education are taking advantage of this opportunity. Perhaps they simply lack interest, but on the other hand, poor young people make desperate attempts to complete their education, sometimes at the sacrifice of everything else. In countries with high educational standards, as in Germany, one can observe a constant change and turnover in the academic professions. Whereas children of academically trained parents do not always decide on an academic career, children of parents who are not college graduates are constantly entering the academic

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professions. But the influx was much greater in Germany, with the unfortunate result that there were hundreds of thousands of academically trained people who could not have secured positions in their professions even in normal times. Naturally, there are many among these many thousands who passed their examinations with only an average rating, or even by a hair's breadth. Whether these would have made good in practical life seems very doubtful, considering the great responsibility attached to these professions. Let us just mention the teachers in the higher institutions of learning, the judges and also the physicians. Overeducation of a people promotes mediocrity in the academic professions, and this undoubtedly constitutes a great danger for the nation. The social prestige which accompanies an academic profession proves an irresistible incentive for countless people of lesser talents to squeeze themselves laboriously through examinations and a formal university education. No wonder that in Germany, the country of overeducation, the standards of the examinations are being steadily raised. One has realized by now that it is better for many ambitious people to remain out of the academic professions because they are not equal to the demands made upon them.

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In Germany, especially, a university training is made all the more difficult by the fact that the prerequisite for the university, the various Gymnasien, as well as the Oberrealschulen, entail an added expense for the parents. In spite of this barrier, there are far too many academically trained people in the Reich.

The National Council of Education adopted a resolution at the Convention of the National Education Association which demands equal educational opportunities for everybody in America. This also includes free university training for all! We are amazed at such a resolution. The conditions which would prevail in this country if formal university training were not protected by the barbed wire of high expenses apparently does not enter the imagination of the spiritual fathers of this resolution. America forged ahead of other countries with her educational system when she made high school attendance a free affair. If, in addition to that, a university education could be obtained for nothing, a stampede for the universities would ensue, which would lead to an unbearable overflowing of all academic professions within a few

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years. There again mediocrity would be encouraged and would lower the standards of these professions. There are more opportunities for all kinds of education in this country than in any other country in the world. The full-time day worker may acquire a comprehensive education by attending night school courses. And the really talented one will eventually find his way into the academic field--the place for which his talent had predestined him. But the great masses should be restrained from pursuing an academic career rather than encouraged. Ample opportunities exist here in America to satisfy the thirst for free knowledge of any description. The barrier which surrounds the academic professions could not very well be broken down in the future. Only the elite can gain admittance. The fortune of birth will always be the decisive factor in making a selection. The prospective academician must have either wealth, talent, or personal connections to achieve the goal of his ambition. The substitution of a systematic selection for a natural one had best be left to a future generation.

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Abendpost, June 20, 1933.

## SCHOOL BOARD FORCED TO ECONOMIZE

(Editorial)

The Chicago School Board has elected a special committee to make recommendations relative to further economy in the operation of the school system. This committee will begin work tomorrow. Years of mismanagement have made it imperative that measures of economy be introduced. The School Board owes a debt of \$132,840,000, which was incurred during its eighteen years of operation. This leads us to believe that during its entire existence the Board has operated on a deficit. Money was spent hand over fist; if receipts were not sufficient to cover disbursements, the Board simply made new debts. The final result of this mismanagement was that the teachers were forced to wait months for their salaries, and finally, to take recourse to public demonstrations in order to get their pay.

It can be readily understood that this financial condition affected the

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entire system adversely. A teacher worried with financial cares cannot instruct as well as one who is assured of earning his daily bread. No one could blame the teachers; they, too, are human. On the contrary, the public sympathized with the teachers in their desperate battle for their wages. But there is no doubt that the quality of instruction suffered, and thus the children became the innocent victims of the poor business methods of the Board. That is to be regretted more than anything else, for the lack of a thorough education is usually regretted later in life. This fact proves irrefutably that the sound principle of a balanced budget should again be observed in the operation of our schools.

It is certainly not impossible to economize. In the first place it can be done in school operation. Many of the higher-paid positions within the school system could be dispensed with, without impairing the education of the children. It will be necessary to retrench considerably in this respect; and, since these high-salaried positions are usually filled by persons who hold other positions in the system, it would work no hardship if they were eliminated.

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Then again, economy can also be practiced in the division of instruction. Many subjects which require a great amount of special equipment would not be missed if they were abolished. This equipment is expensive, and the money might well be saved. These subjects should be omitted from the curriculum if the money in the treasury is not sufficient to purchase the necessary facilities and equipment. Not practical education, but general theoretical knowledge which in later years may be supplemented by practical experience, is the chief purpose of our elementary and secondary instruction. We are thinking of the typewriters which were purchased for a local school at a very unusual price--we mean at a price which was much too high, not too low. And then again when we hear that even powder and rouge are regarded as necessary equipment for the purpose of instructing girls in the art of applying cosmetics, we get an idea of the superfluous articles which are bought by the School Board. Expensive machines for practical instruction in schools are an unnecessary luxury which we cannot afford today. Their operation alone costs a good deal of money and should be eliminated. And, although it is regrettable, the elimination of certain

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branches of study as a step toward retrenchment will necessitate the dismissal of some teachers. In no event should purely theoretical instruction be curtailed, for under present conditions our children must not suffer because of the mismanagement of our schools--and certainly not with our knowledge and consent. But instruction in manual training could be curtailed or abolished without detriment to the children; it is no substitute for practical training in any profession, and, scholastically, can hardly be rated any higher than play.

This year the School Board was also forced to shorten the school year by two weeks because it lacked the necessary money. It is one of the duties of the special committee to see to it that such abridgments are not necessary in the future, for the children are entitled to full-time instruction. If the necessary attitude is adopted it will be possible to balance receipts and disbursements. There has been enough mismanagement of Chicago's schools; it is about time to apply sound financial principles.

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Abendpost, June 20, 1932.

# AMERICAN STUDENTS COMPLETE STUDIES IN GERMANY

German-American Student Committee Grants Forty-Six Scholarships for  
this Purpose to American Students

The Institute of International Education announces that forty-six American students will be given scholarships to complete their studies in Germany in the next academic year. The selection was made by the American-German Student Exchange. The American students who receive scholarships will be sent to different universities in Berlin, Bonn, Danzig, Frankfurt, Freiburg, Göttingen, Hamburg, Heidelberg, Kiel, Leipzig, Marburg, Munich, and Tübingen. In exchange, about the same number of German students will study at American universities.



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The student exchange between the United States and Germany started again in 1924. Since that time about six hundred students had the opportunity to complete their studies abroad.

The American-German Student Exchange is financed by the Carl Schurz Memorial Foundation, Philadelphia, and managed by the Institute of International Education in conjunction with the German Academical Exchange Service, Berlin.

The selection for the coming academic year, made from among two hundred candidates, include the following students from Chicago and surrounding territory: Dorothy L. Grosser, River Forest, Ill., Oberlin College, German Literature; Kenneth M. Grubb, Chicago, Ill., Miami University, German literature; and Howard E. Short, Chicago Heights, Ill., Hartford Seminary, Theology.





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Abendpost, May 16, 1930.

### A GERMAN EVENING BY THE AMERICAN STUDENTS

The activities of the German Society of Northwestern University have always had a touch of significance. Yesterday's lecture and theatre evening by American students took also an excellent course, the program being manifold and the attendance good.

The excellent comedy "One has to get married," by Alexander Wilhelmis, performed by four students, evoked repeatedly genuine storms of merriment, the performance of the actors being thoroughly commendable. William Well excelled in the role of University Professor Jacob Zorn. Equally outstanding were Alvin Seehafer, Marie Keipel, and Helen Dechert. The student quartet was rewarded with great applause.



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The audience, which had come in large numbers, listened to the lecture of Prof. Eduard Leonhardts, who spoke about German folk-songs, saying that through them the German people expressed their sentiments and feelings. He said the folk-song is an inexhaustible source of strength for the people, pointing out the fact that the Germans are closely interwoven with their songs. "With three things," he said, the Germans went out into the world: their strong courage, their great faith, and their songs. With them they either grew or fell. When courage ceased and faith flickered, the Germans turned to folk-songs for new strength. In them there lives a reanimated power which pushes the German people onward.

The professor with the recital of "A boy saw a little rose," concluded.



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Rudy Hille, of the German Theatre, sang the "Folk-time" and the Schubert composition of the Goethe song. Accompanied on the piano by Dr. Knapp, he sang a number of Schubert songs, which were greatly applauded.

Among those attending this successful German evening were: Dr. Curine, Dr. von Schroetter, Dr. Grueninger, Mr. Splicker and Mr. Voigt, of the German faculty; Ludwig Plate and wife, and many others.

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Abendpost, Apr. 26, 1930.

### GERMAN PROGRAM

German pictures, music and songs were presented before the students of the University of Chicago at the Mandel Hall.

It was a very appealing performance which, under the title, "A German Evening," was given last night at the Mandel Hall at 57th Street and University Avenue, under the auspices of the International Students Association of Chicago and Vicinity.

The hall was filled to capacity, not only by Germans but also by an international audience, of which probably the greater part were students.

As the first number of the program, a film of Germany in all its beauty was shown; German cities in their old glory, German





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sports in winter and summer. Even the Munich Hofbrau House, with all its "drinking horns" and tankards, was shown to the young spectators, not to mention the pictures of beautiful German landscapes along the Rhine, which without doubt is the most beautiful river of the world.

During the course of the evening, Charles Hendsen played on the organ a few gems of German music by Handel, Schubert, and Chopin. He received great applause.

A zither quartet played by the German Zither Choir of Chicago and German songs at the campfire by the German Students' Club, concluded



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the program.

H. Rochall, a young student, welcomed the audience and said that he remembered the time when he actually saw many of the pictures, which had been shown. Consul General Dr. H.F. Simon spoke in English, expressing his pleasure for being able to participate at the celebration. He said that he admired the young people who came to America at an early age, when they were still admissible and not ossified, in order to expand their horizons and benefit by the advantages which America offered them.

Both speakers, Rochall and the Consul General, pointed with thanks and pride to Mr. B. Dixon, the father of the German students, who deserves special credit for the success of the program.





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Abendpost Feb. 9, 1929.

### GERMAN EVENING

Last night's affair, which was given by the German University students under the auspices of the International Students Association in the Leon Mandel Hall, proved to be a great success. The large auditorium was filled to capacity.....

The evening began with two German student songs. After the audience sang the American national anthem while standing, Attorney Leopold Saltiel took the platform and spoke about student life of today. He condemned the aims of the strict nationalistic circles, as well as the totally international circles of students, and suggested to adopt a golden mean as the only righteous way.

In the arrangement to exchange students of different nationalities he detected a step for closer relations between individual nations, states, and races.

After several laudatory comments about the endeavors of the German students in Chicago, the first verse of the German National anthem was sung.

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German music was the principal content of the entire evening. The German soul speaks genuinely and deeply through its music, which is also well understandable.

Miss Anne Marie Girts who sang two songs by Schubert received great applause. Miss Eugenic Lunberg who followed her with an offering of three violin solos of which the Minuet by Mozart was the liveliest, although she awakened genuine acclaim with all three.

With Styrian national dances which enlivened the audience, the first part of the evening closed.

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Abenipost, May 9, 1927.

DR. O. L. SCHMIDT PRESENTS TO SCHOOL  
SUPERINTENDENT MCANDREWS EXACT LIST  
OF SCHOOL BOOKS WITH HISTORICAL INACCURACIES  
CONTAINED THEREIN.

Dr. Otto L. Schmidt, the well known German-American, president of the historical society, and inspector of schools, went today by order of the school board, to see the school superintendent McAndrews, in order to remove all the pro-British textbooks from the Chicago schools.

Dr. Schmidt has an exact list which clearly indicates that numerous school books are full of historical inaccuracies. This list proves that little importance is attached to the fundamental epochs of American history. Dr. Schmidt states further that the causes of the war of independence are scarcely mentioned and that the war itself is described very briefly.

Anti-American Tendency.

The list shows further, that in not less than 17 important historical books which are used in the Chicago schools, the names of a Baron von Steuben, a De Kalb, a Pulaski and others are either only referred to or omitted entirely.

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The list of those books, made up by Dr. B. C. Cigraud, president of the "Flag Day Association" will be given by Dr. Otto Schmidt to the school superintendent McAndrews. The list contains the following books: Eggleston's History, Goodrich History, Gilman's History, Muzzey's History, McLaughlin History, Gordy, Swinson, Taylor, McCabe's History, Hale's History, Mary Barnes History, Thompson's History, Edna Turpin's History, and Foreman's History. From these books only three refer to the causes of the revolution. The revolution, after all, lead to the declaration of independence and to the framing of the constitution.



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Abendpost, Mar. 25, 1926.

SCIENTIST HONORED.

Heidelberg to Honor Chicago Professor.

Professor George Oliver Curme of Northwestern University, will, for services rendered to science, soon have conferred upon him the title of honorary doctor of the University of Heidelberg. The Scientist, who is 66 years old, who occupied the professorial chair of Germanic Languages in the year 1904 published a grammar of the German language after years of hard work, and great personal sacrifice for which, after 20 years, he is now honored. At present he is engaged on another great work, a grammar of the English language.



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# AN INGENIOUS IDEA

(Editorial)

Thank heavens! At last we know what is wrong with the American school. It is not the superficial preparation of the teachers, not the superficiality of the instruction given, not the lack of mental training, not the absence of every attempt to train the pupils for independent thinking, not the scattering of the school curriculum over all possible subjects of instruction for which there should be no room in a general public school, not the playful dilettantism of so-called pedagogues, not the looseness of school discipline, nor the unjustified fostering of youthful arrogance and impudence as practiced in the unhealthy hot-house atmosphere of our modern schools, which hampers their effective functioning; no, it is merely the fact that principals and teachers of both sexes, as well as the boys and girls, wear no uniforms! It certainly sounds unbelievable that someone should have hit upon the idea to stick all our children, together with their teachers, into





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uniforms! It is all the more incredible that this "someone" should be a specialist in education, with many years of experience--none other than the Superintendent of the Chicago schools. But so many odd things happen these days that it would occasion, at best, only a mild degree of surprise to the average person if the celebrated man in the moon should, one of these days, let himself down on a rope and ask him [the man in the street] for the address of the nearest bootlegger.

Why, then, shouldn't somebody make the proposal to put the youth in uniforms? That it is Mr. McAndrew who gives voice to the idea must indeed gravely offend the local patriotism of Chicagoans, for most of them have been regarding the Superintendent as a wise man. But now the archenemy of our school administration, Miss Haley of the Chicago Teachers Federation, is triumphant. Ever since his [Andrew's] return from New York, she has been pinching him with pliers of all sorts and sizes. It seems to her that he prefers the interest of the children to that of the teachers; this attitude of his displeases her. For the aim of her life is the union of women teachers, her purpose is to



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make the secretary of the union a sovereign over the domain of the school. In her opinion, which is fortunately not very important, the children exist for the sake of the teachers and not the other way around. But this time she is not entirely wrong when she states that while the teachers are being put into uniforms, one should make a good job of it and simply place numbers on them so as to take away all their individuality. This is a splendid idea and should be submitted to Mr. McAndrew for serious consideration. If, in addition, he would take the trouble to provide books in which are specified all the questions that a teacher may ask her pupils, and the answers she is to expect from them, then he will have created an ideal educational plant--ideal, at least, for the purpose of the American mental level. One should not be satisfied merely with uniforms if one does not wish to be scorned by posterity for doing only half of the job. Along with the uniforms, militarization should be introduced. The Superintendent would take charge as commanding general; his assistants, the district superintendents, would function as brigadier generals; the principals of the schools would be colonels, while the teachers would be staff or subaltern officers.



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The idea is not new; the land from which it stems is Czarist Russia--that is, if we do not care to go as far back as ancient Sparta. In that country [Russia], all high school boys were stuck into uniforms so that they could be more easily kept under observation and supervision. The teachers, too, wore uniforms, obviously for the same purpose, and even the university professors had them. Whether the Soviets have done away with the idea is beside the point. They probably have not; for everything that served the Czar to maintain his power, they [the Soviets] have either retained or aped. So it is likely that even today the students of higher institutions of learning in Russia have their uniforms, perhaps even new ones. But why free Americans--not only boys but even girls--should be forced into a straight-jacket during the period of their development is difficult to understand. The reason for the proposal is presumably the desire to indulge our precious American youth in one of its weak spots, its conceit and pomposity, which is also shared by most American fathers, with their love for the fool's cap and bell, for lodge uniforms and insignia, for the nightshirts of the Ku Klux Klan, and for gold-embroidered liveries, short



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breeches, and similar flimflam. The fathers of the idea imagine that the children will learn more when they are put into uniforms, and are allowed proudly to parade in them from time to time through the streets. Pedagogical talent is not evident from this proposal; rather does it reveal the lack of all understanding for the causes making for backwardness in American education. One is naturally aware, in a vague way, that the youth of other countries receive a better education, but it has not been known just why less is learned in this country. Now we know; the reason is that the boys and the girls wear no uniforms!



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## THE JUNIOR HIGH SCHOOLS

When the public schools open tomorrow and the five planned junior high schools will begin operations, the school administration will meet with the most intense opposition from the leaders of labor. Miss Margaret Haley, of the teachers union, which from the beginning was opposed to the plan, will fight against its realization. Besides, the school administration will have to quiet many parents, among them those of children who attended the Harper School, 6520 S. Wood Street.

This elementary school is intended to be changed into a junior high school, and its pupils are to be distributed among the Earle, Raster, and Bass schools. It is this circumstance, the planned removal of the children to those other schools, against which six hundred citizens of West Englewood, in a meeting held last Friday, protested, mainly for the reason that the children, on their way to the three schools, have to pass many dangerous street crossings. The Harper School, they claim, is situated in the center of the school district, is easily accessible and the intended change, therefore, is not desirable. It is hinted that the parents if necessary are going to ask the courts for an injunction. Also strong opposition can be expected to the change of the Sabin, Herzl, Wendell Phillips and Parker schools into junior high schools. According to the plans of the Board of Education a new grouping of the classes will be inaugurated, namely that the teaching in the

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first six classes of the elementary schools will continue according to the present system, the seventh, eighth and ninth classes will be taught in another school, and the senior high schools will have three grades. Labor leaders are opposed to the plan and consider it an attempt to discourage those who are destined to belong to the laboring class from acquiring a higher education. As Victor A. Olander, secretary of the Illinois Federation of Labor said yesterday, he is going to fight the plan to the bitter end. In the same sense spoke Margaret Haley, business agent of the teachers union, who is also opposed to the layer system... Neither she, nor the teachers, whom she represents, knew whether the layer system will be introduced tomorrow, nobody has been officially notified. C. M. Moderwell, president of the Board of Education, informed her that the execution of the plan has been postponed till February 1st, but that it has by no means been given up.



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## TAXES AND THE SCHOOL

(Editorial)



Budget Director Herbert M. Lord reminds Americans that Federal taxes are relatively lower today than they were ten years ago. This statement is in part true, but is in need of much modification. Actually, the expenditures of the Federal government are three and a half times as great as they were ten years ago. Of the total sum that is obtained by taxation and subsequently spent, the Federal government receives forty per cent, the remaining sixty per cent going to the States, counties, and cities.

Formerly [i. e., ten years ago] the relation was exactly the opposite. At that time, sixty per cent of the tax receipts went to the Federal government, while the States, counties, and cities had to be content with forty per cent. The Budget Director's statement is to be understood in this sense, namely,

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that the Federal government obtains a smaller proportion of the total tax receipts at the present time than it did ten years ago. Actually, the Federal government has just as little reason as the other /i. e., State and municipal/ administrative agencies to be proud of its tax policies. In the case of all of them, expenditures have risen in such a manner as to instil grave doubts in the minds of all sober-minded citizens. Our participation in the World War--with all its startling orgies of graft and wasteful spending--is responsible for the high Federal taxes. In the case of the other /i. e., State and municipal/ governmental agencies, the growth of expenditures has, of course, different reasons. In most large cities, the unreasonably high disbursements for school purposes constitute one of the main reasons for their financial difficulties. There is scarcely one branch of human activity which is not included as a subject of instruction in the curriculum of a large school system. Young people possessed of an offensive ignorance in elementary subjects are given instruction in psychology, biology, sociology, and all other sciences. They are instructed in technical subjects which ought to be reserved for the university or for practical experience, and

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they are let loose upon their fellow humans with a mass of undigested and confusing facts.



The American school system has developed with a rapidity which is amazing. It must be acknowledged that in the process of this development the American people has displayed a truly astonishing amount of energy and generosity. It is obvious that in the course of this rapid development many weeds are bound to shoot up. The school is now in danger of forgetting its most important purpose, the real aim of its existence. Instead of affording youth a sound and thorough knowledge of the elementary subjects, thus laying the foundation for future professional training, the school endeavors to supply this professional training. This it cannot and should not do. In making the attempt, it becomes untrue to its purpose and does more harm than good.

No one until now has ventured to raise his voice against this abuse. Our super-educators and those who make a hash of the school always have available

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the miserable stock argument that a man who rises in protest against their giddy ideas to make imbeciles of the youth, values his dollars higher than his children. Much abuse has been made of this catch phrase. It is time that the citizens offer resistance to the onslaughts of the school reformers. For even the tax screw cannot continually be tightened, and if the largest part of the tax receipts is spent for school purposes, then there will soon be nothing left for other important purposes. And what is more, the people will get a totally miseducated offspring made up of dunces and ne'er-do-wells.



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# APPOINTMENTS TO SCHOOL BOARD APPROVED

## Mayor is Victorious

Yesterday the City Council approved the Mayor's School Board appointments which were made according to the new school law of 1917. The vote was forty-three to twenty-six, and there was no debate on the matter. The new Board, which consists of eleven members, takes the place of the old Board of twenty-one members. The commissioners, who were formerly members of the Board--and among whom are the "solid six"--lost their positions as a result of a decision of the State Supreme Court.

Following is a list of the members and the terms for which they were appointed: Mrs. Lulu M. Snodgrass and Samuel Gessler, five years; Dr. Boleslaus Klarkowski and James B. Rezny, four years; Mrs. Francis E. Thornton and Dr. Sadie Bey Adair, three years; Edwin S. Davis and Albert H. Severinghaus, two years; Hart Hanson, Francis B. Croarkin, and George B. Arnold, one year.

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Meanwhile, Jacob M. Loeb, ex-president, and other officers and members of the deposed Board awaited developments. Commissioner Loeb declared that he would contest his dismissal.

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Abendpost, Apr. 7, 1919.

THE FIGHT WITH THE SUPERINTENDENT OF SCHOOLS

(Editorial)

One of the first moves of the reinstated powers of the City Council was to challenge the new School Superintendent, who took office only three weeks ago. The "lords" may regard this as an act of great political prudence. Others will earnestly regret that Chicago's schools are influenced by politics. The technical sophistries which are offered in defense of the City Treasurer's malicious tactics toward the highest official of the school system must be censored by thinking people. How can he be held responsible for the quarrel between the Administration and the School Board? If it is absolutely necessary that the two squabble, then they should do it among themselves, and not quarrel with other people who are doing nothing but their duty. Only the Superintendent has conducted himself as a gentleman in this matter; he has refused to accept the challenge, or even to talk about it.

The State Legislature has recognized the authority of the present School Board.

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The Mayor's attempt to force upon our citizens by police power a School Board which their representatives did not want, was branded by a judge as illegal procedure. On the basis of this decision the old legitimate Board unquestionably had the right to declare all resolutions passed by the usurpers null and void, especially the appropriations made by the illegally-appointed Board, including salaries which were paid. This was not done generally. The legitimate Board contented itself with the restoration of the officers deposed by the pseudo Board to their former positions. The powers who make up the Council prefer a different procedure: political hedging. In order to make life miserable for, and force resignation upon the man whom they put in office, but who has incurred their displeasure--they can no longer have him ejected from office by a police lieutenant--they are placing all manner of obstacles in his way. Such conduct is contemptible; it does not benefit, but does greatly harm Chicago's schools.

The Mayor has declared his intention of again sponsoring the candidacy of the "Solid Six" for vacancies on the Board. That, of course, is his privilege, and should the "Solid Six" be approved by the Council, which has just been invigorated

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with new blood, then that new Board, in which the "Solid Six" would again constitute a majority, would be the legitimate one. For the present, however, the old Board is the legitimate one; and since it is their duty to provide a superintendent for the school system, and there is nothing in the statutes that deprives the School Board of authority during the closing period of its tenure, Superintendent Chadsey is the duly-chosen head of Chicago's schools, as far as the system is concerned. That fact cannot be disputed, despite the subtlety of the City Council; if it is opposed, hopeless law suits, financed not by the Mayor, but by the taxpayers will result. If the new Superintendent, whose ability is acknowledged even by his enemies, is forced to resign he would be a fool not to sue the City for damages, and our administrators of justice would be very inadequate indeed, if the State Courts did not rule that the city should pay full damages to an official who, after having been legitimately chosen and placed in office by the School Board, lost his position merely because the Mayor and the School Board are at odds. And who would be harmed most? The President of the School Board, the Superintendent of Schools, or our children, who for years have suffered because of political enmity and strife, and who are obviously very likely to continue bearing this cross?

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### TO THE NEW SUPERINTENDENT

Upon his recent accession to office the new Superintendent of Schools declared that two matters were uppermost in his mind, an increase in the salaries of teachers, and penny lunches for poor school children. In regard to the last point there should be no dissension among the members of the School Board or among our citizens. But actually there is, unfortunately, for in last year's meetings of the Board determined opposition to the well-meant plan was noticeable. If our memory is not in error, the objection was raised that dispensing breakfast to needy school children is an act of charity and might cause them to feel that they are slighted by those children who were more careful in choosing parents. There is no doubt that such feelings could arise. Despite this fact, the feeling might be preferable to actual hunger. As long as our social institutions are of such a nature that we cannot prevent children from coming to school hungry, we should not let overly tender consideration for their feelings

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prevent us from appeasing their hunger. If our conscience can endure prevailing conditions which force hunger upon these unfortunate children, it should not be offended by such farfetched doubt and considerations.

Penny lunches should be made a permanent institution in our school system, and the necessary money must be gotten somehow, no matter how poor the condition of the School Department's treasury may be.

Penny lunches deserve preference to the planned regulation of the salaries of teachers, for even though some of the instructors do not receive as much pay as they or the School Board think they are entitled to, yet there is not one teacher in Chicago who must come to school hungry in the morning because he is too poor to buy the food necessary to still his hunger. The question of teachers' salaries is a sore spot and has been the subject of discussions for many years. Public opinion concerning higher salaries for the employees of the school system is divided. Some think that in view of the fact that teachers work only five days a week, enjoy many holidays



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and long vacations (the vacations amount to ten weeks of the year), are usually hired while they are very young, become self-supporting at an age when others are still preparing themselves for a profession and are dependent upon the financial aid of their parents or other members of their family, and the treasury of the Department of Schools is at low ebb, school teachers ought to be satisfied with their present salaries. Now it is true that teachers, as well as all other classes of workers, are affected by the prevalent hard times, and for this reason the School Board may not be able to avoid granting a nominal increase in the pay of its employees. But then those who are really in need should receive first consideration. As a rule those who are paid large salaries reap the greatest benefit from such raises in salary. The new Superintendent of Schools should see to it that those who need it most should receive more pay.

The Superintendent failed to mention another matter which many inhabitants

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of our city consider to be his duty, and so it appears to be in order that we refer to it here. For many years the American school child has been instructed almost exclusively by female teachers. We have no intention of denying that the schoolma'am has proved her worth in some instances. But she has not in all instances. It is a pedagogical blunder to have young girls teach boys who are not much younger than the teacher. A female teacher should instruct the pupils of the lower grades. But the instruction of the children in the upper grades of the elementary schools and of high school students should be exclusively in the hands of men. Only men are able to fathom the mind and spirit of those who are entering manhood. Only men can understand and guide the emotions of young men. The pedagogues have long ago agreed on this. In order to obtain the best results from our schools, boys and girls in the upper grades of elementary schools and of high schools should be separated, and the boys should be taught by men, and the girls by ladies. Every real reform of our school system should be made with this point in view. The Superintendent said that he was

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contemplating no changes for the present. That is only natural. Before anybody attempts to reform he must become acquainted with the condition of the object of the reformation. But the reform alluded to must be made some day. Why should it not begin in Chicago? The majority of our local citizens would be grateful to Mr. Chadsey if he would begin making these changes in our school system very soon.

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THE NEED FOR EFFICIENT SCHOOL TEACHERS

(Editorial)



During the war our school system, like many other things, has suffered to quite an extent. Even if we take into account the fact that the overwhelming majority of the teachers are women and that only a comparatively small number of the male teachers were of conscription age and subject to the first draft, the fact remains that the number of male and female teachers in the country has dwindled quite considerably, because the immense growth of the war industries has offered people of their education a far better chance for material success than the teaching profession ever did. Consequently, not only male teachers but also a large number of female teachers have left the schools and turned to more lucrative positions. Many of them are, in all probability, permanently lost to the teaching profession. Under the present extraordinary circumstances they will adapt themselves to a new application of their mental faculties and to a different utilization of their knowledge more easily than would otherwise be the case.



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After the war they will either remain in these better-paying positions, or, profiting by the experience gained in commerce and industry, will look for similar jobs, which would seem to them more profitable than a return to the teaching profession.

The gaps thus created in the teaching body of the country will have to be filled somehow or other. If this were not done, the quality of American schools would suffer and the general education of adolescent youth would sink to a lower level, a possibility which we can only view with apprehension. The struggle to make a living after the war will require a much more complete equipment of mental capacity and practical knowledge than ever before. The competition of nations in commerce and industry will be keener than ever and every nation will have to tax her powers to the utmost in order to maintain her former position in the world market, to say nothing of improving it. We must not, therefore, neglect the systematic training of our young people. On the contrary, they will have to be given much more careful attention. For this purpose, the training of a teaching personnel which is efficient and in every respect adequate is of the first importance. In former years, the examinations taken by teachers

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in order to qualify for these responsible positions were not always given the necessary consideration. In many of the smaller localities and in **rural** districts, especially, more interest was shown in getting cheap teaching personnel than in testing the qualifications of the candidates who applied. In the larger cities this tendency was not so evident, but very frequently, even here, persons not suited to the task have been assigned to teaching positions. Not everyone can be a schoolmaster, even if he has the necessary knowledge. It takes much natural talent, skill, and tact, traits of character which cannot be learned but are, to a certain extent, inherited. Political influence in the large cities has enabled hundreds of thousands to secure positions as teachers of youth whose defects of character or insufficient knowledge made them unfit for the job right at the beginning.

To a certain degree, this may be excused by the rapid increase in population and an undeniable lack of suitable candidates. It is regrettable that the teaching profession does not attract capable persons in this country to the same degree that it does elsewhere. An attempt has been made to explain



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this phenomenon by calling attention to the meagre pay of the teachers. This may be true of many teaching positions in rural districts and in small towns, but in the larger cities this argument does not hold water. In no other profession do young people of both sexes so quickly attain a salary which makes them independent of subsidies from their parents. Moreover, the working year is only forty weeks at the most and the working week only five days. This does not take into account the many holidays which schools observe as conscientiously as banks.

For the talented, industrious, and ambitious teacher who is willing to work hard in order to get ahead, a quick promotion and an honorable career are in most cases assured. Young people of this type, who have to decide on a vocation now or within the next few years, have a very excellent chance for quick promotion within the teaching profession if they attend a normal school after graduating from high school. No one who has a natural talent or inclination for teaching should let his mind become confused by castles in the air; he should give his desire free rein. The accumulation of earthly goods is not the main requisite for human happiness.



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The millionaire is a poor devil compared with the man who finds inner contentment in his chosen profession.



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## THE NECESSITY OF HIGHER EDUCATION

(Editorial)



We cannot be too emphatic in warning our people of the importance of not neglecting the physical and mental education of our youth during wartime. This danger is closer at hand than many realize. We already have newspaper reports that here and there schools have had to close, especially country schools, because no teachers could be found. This lack of teachers is due not only to the fact that quite a number of them have joined the colors, to do their duty as citizens, but also to the low salary which is frequently offered them. In times like the present, when wages and salaries almost everywhere have been boosted quite considerably, when the costs of living are steadily increasing, when the demand for workers of all kinds, even white-collar workers, almost exceeds the supply, a meagerly paid position as schoolteacher in some godforsaken spot does not look very attractive. This situation should be remedied at once. Where the communities are too poor to bear the expenses of school instruction for their children, county and state must contribute to it. After a closer study of the situation it

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will be found that in many cases such a subsidy would hardly be necessary. Many communities will easily be able to set aside a larger amount for school purposes than they have in the past. The matter just has to be made clear to them. In some remote and lonely regions of the country, farmers do not consider an extensive training for their children essential. They themselves have never enjoyed it and, conservative as country people are as a rule, they do not think that their children should learn more than they did. Besides, growing children of both sexes are a valuable aid on the farm, and their working power will not so willingly be given up for school purposes.

Wherever attitudes like this prevail, they must be corrected in time. Our nation has to see to it that the next generation absorbs more knowledge than the previous one. After the conclusion of the war--and sooner or later it will be concluded--we will be faced with the very important job of reconstruction, an adjustment to peacetime conditions and a revolution in world trade. America, as one of the nations with a large population, possessing a huge territory with a wealth of untapped resources, will in the future play a

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leading cultural role. It is the duty of our people to prepare themselves for that time. Therefore all communities, counties, and states should extend their school systems instead of being slack, as many of them are now, and neglecting the training of their youth. All young people, if they can manage, should remain in school until they have completed their sixteenth year and even longer, if possible, in order to obtain a better and more thorough education. After they have finished elementary school they should attend high school. In high school the mental horizon is broadened far more than is possible in a grade school, since in high school subjects are treated for which children of a more youthful age would lack the necessary understanding.

For no part of our population is the acquisition of knowledge more important than for the inhabitants of villages, small towns, and the open country, in other words, the farm population. Times have changed tremendously. So have standards. In former times it was sufficient if a farmer could manage to read and write and knew the multiplication table. Today different con-



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ditions prevail. The railroad and the automobile have brought even the most remote farm homestead closer to the great metropolitan centers. Consequently the mental and physical needs of the farmers have increased. They take a much greater interest in the affairs of the world than years ago. Furthermore, the successful management of a modern farm requires more and different knowledge than it did a generation ago. A farmer who wants to make his land yield enough today to meet competition successfully, must be able to test the composition of his soil, to judge what kind of fertilizer is required; he must know plants and farm animals, and know under what conditions they thrive and how to prevent them from becoming diseased; how to reap his harvest quickly and economically, how to sell his products at a profit; he must have some knowledge, at least, of how to operate and repair machinery; he must know bookkeeping and financing, some principles of hygiene, and many other things on which his success as a farmer, the welfare of his family, and their contentment more or less depend. But all this knowledge does not come by itself. It has to be acquired. Some of it may be gained by experience even outside of school,



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though usually at great expense. But it can be learned more easily, quicker, and more thoroughly while one is young and is with others who have the same goal in mind. The older farmers, therefore, are pursuing a policy of false economy if they try to cut school expenses. Money spent for good schools is one of the best capital investments one can think of.





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## THE WAR AND OUR SCHOOLS

(Editorial)

In a recent letter to Mr. Claxton, commissioner of education, President Wilson said that he desired the American schools to maintain their present high standards, regardless of the burdens of war. It is hardly necessary to emphasize the necessity of education for our youth. Upon the training that our boys and girls receive, there largely depend not only their value as future citizens but also their thorough preparation for their chosen vocations. That this is realized more and more can be measured by the number of laws that have been enacted in almost all of the States for the protection of children and for insuring the school attendance of children up to a certain age. In particular, the laws prohibiting the employment of children under fourteen years of age in business and industry are of importance in this respect. Since a large portion of men teachers are now serving in the army and many women teachers are devoting their energies to the Red Cross and other war-time welfare organizations, Mr. Claxton



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suggests that married women teachers should be admitted again.

"Their elimination never was really justified," says the report dealing with this matter, "and because of the war it has become absolutely impracticable. Every woman who is an efficient teacher is badly needed, and the fact that she is married should not be an obstacle."

In order to establish **rules** for the maintenance of, and to increase the enrollment in, normal schools and teachers' colleges and universities, a convention of representatives of these institutions within the State of Illinois was recently held in Chicago, where a detailed program was decided upon. Among other things, it provides for the supervision of work permits issued to children fourteen to fifteen years of age; for public meetings; and for the use of four-minute orators, who are to call the public's attention to the necessity of supporting all educational enterprises.

The local City Club has studied this subject closely for some time and says



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in its latest bulletin "that the situation in our country regarding education is alarming enough to justify, as a war measure, a warning to school officials, school authorities, and citizens of the nation. In comparison with their former achievements the schools of the country are becoming increasingly deficient. Their equipment is not up-to-date, and thousands of teachers are compelled, because of the miserable and absolutely insufficient salaries, to give up their profession. The positions thus made vacant either remain unfilled or are filled by inexperienced teachers, who do more harm than good to the cause of education."

Following this [statement] are a number of suggestions, which, from a philanthropic standpoint, are laudable. The important ones we should like to mention here: extension of, and a more versatile curriculum for, elementary and high schools, giving all children an equal chance to prepare themselves for their chosen vocations; sufficiently large playgrounds in conjunction with all schools; constant medical and dental supervision of all school children; introduction of a system of all-round physical education; liberal salaries for teachers which are justified by the increased cost of living;



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and the recognition of the importance of conscientious instruction and teaching. And, finally, the establishment of a Federal department of education is recommended, the head of which should have the status of a regular cabinet officer in Washington.

England and France have increased their budget for education considerably, in spite of the war, and, undoubtedly, the greatest democratic republic in the world will have sufficient understanding, time, and funds for the same purpose.



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GERMAN

Abendpost, Feb. 15, 1916.

THE NEW POST OFFICE BUILDING

For The Abendpost, by Christian Schneider, Architect

The article of Last Saturday's Abendpost about the new projected Post Office Building has undoubtedly been published to interest the masses in one of the most imposing structures of its kind in the world. It is an admirable intention, since it is a suitable means to familiarize the American public with architecture, the greatest of the arts, about which our people do not seem to be informed at all. It appears that the Germans are leaders in this human endeavor, because in Germany large buildings are not erected without first obtaining a general opinion. Alas, it is their universal interest in art and science that prevents the creation of monumental box-like structures, so numerous here, and which are accredited with representing the non-existing American style.

Naturally, in his antipathy to anything German, the American refrains



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from according proper recognition to German architecture. He endeavors to copy the English and the French. This produces results which are styleless and have nothing in common with what is understood by the term "architecture." It is given the classification of American style, an irony to American architecture.

The fundamentals of the art, silhouette, distribution of solids, distance, rhythm, and synthesis, are mute subjects in our high schools. [By "synthesis" he means the accepted, or traditional classical conceptions of beauty which predominate abroad]. These essentials were again ignored when this governmental structure was planned. As the illustration clearly shows, two railroad depots and the projected Post Office Building present a competing parade. The absolutely unsuitable, futile and, it appears to me, useless tower is not compatible with the mass-grouping, -depots and Post Office Building, -but separates all of it into three formless conglomerates, robs the work itself of uniformity and precludes a





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**symmetrical** entirety.

This immense and inspiring problem, a rare chance, indeed, should have been solved by a master, or through the advice of some connoisseur, if we wish to create a reputation for American architecture. Only recently Oberbaurat Professor Otto Wagner of Vienna ("Oberbaurat" means "supervisor of the Architects' Council"), well-known here as an honorary member of the American Institute of Architects, wrote to me how profoundly he regrets our undeveloped architecture. He is convinced that there is no land as suitable for the creation of individualistic edifices, and thereby cultural works of the present era, as America. Professor Wagner is undoubtedly correct, but he lacks a certain insight into our conditions. He is unaware of the way whereby such great assignments are awarded here and why they seldom, if ever, reach a gifted architect. Possibly, the trial might be made sometime to give this imposing task to a master, even if perchance he did not acquire his wisdom at the "Beaux Arts" but happens to be a bona fide genius. Such a decision would be highly favorable to our growing metropolis, which, with its present lack

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Abendpost, Feb. 15, 1916.

of architectural gems, creates a **poor** impression. Frank Lloyd Wright and Sullivan were men of such caliber that the mighty solution could have been **expected**, and as I remember, even these Americans developed their talents in Germany. But that should not be a detriment!



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GERMAN

Abendpost, Jan. 3, 1916.

MILITARY DRILL IN THE SCHOOLS

by

Henry Suder

[Gymnastics, as taught by a German patriot called "Father Jahn," was introduced into the Chicago Public Schools by the Chicago Germans, likewise, German language instruction. Both subjects proved a bone of contention in the early years, and Altgeld's favorable attitude towards this branch, and his denunciation of the Edwards School (anti-German language) law, gave him the German vote which swept him into the Governor's office. This note has been added to show the "Chicago German angle" of the following article. Transl.]

On Friday, Dec. 24, 1915, an editorial appeared in the Abendpost under the heading "Military Drill in the Schools." As definite numerals are given which require revision, I beg you to kindly give some attention



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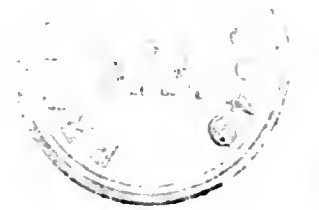
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Abendpost, Jan. 3, 1916.

to these lines in your valued publication. Gymnastics was introduced in our public schools thirty years ago, and they consisted of callisthenics performed in the classrooms, in the aisles between the benches. What is known as tactics (marching in different formations. Transl.), and exercises which require equipment, had to be eliminated for lack of sufficient room.

If I remember correctly, only two of the seventy-two elementary schools had halls at that time. Principals and teachers gave this branch a friendly reception; boys and girls participated gladly. Ten minutes per day (fifty minutes during the week) were scheduled for this new subject with the expectancy, already prevalent at the time, that at least a half hour should be available. Since its inception, gymnastics has expanded considerably. The School Board's German members cuddled and supported it, new schools had "Turn-halls" (Gymnastic assembly halls), and the latter



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Abendpost, Jan. 3, 1916.

were supplied with the necessary apparatus.....

The present Tuley High School was the first publicly supported school in the land to have a well-equipped "Turn-Hall" (Gymnasium). Today, among nearly three hundred Chicago schools, one hundred and eighty teach physical culture in their gymnasiums, assembly halls, or vacant classrooms supplied with the proper facilities. The number of instructors, eight at the time of the adoption of this subject, increased to 108. Specifically: forty-eight instructors in the high schools, fifty-eight for the elementary grades and two at the Normal College. At the high schools we find a slight predominance of male teachers, but in the elementary classes their number shrinks considerably: eighteen men versus forty women. This difference is not attributable to a preference for female instructors, but finds its source in the fact that most of our best male students of the gymnastic seminaries have been given definite assurances of positions in



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other cities prior to the completion of the regular teacher's course, and an additional examination in another locality is not required, because the issuance of a diploma from a prominent and recognized institution, suffices to warrant their acceptance as capable physical culture instructors, while in Chicago no teacher can instruct unless he submits to a special examination.

Aside from the rather severe demands which this institute exacts, the preliminary salary of the callisthenics teacher is anything but satisfactory. A young instructor of gymnastics, who taught for a year in other than Chicago schools, must continue in his chosen profession for an entire decennium ere he receives a maximum stipend of \$1,500 per annum.

A large number of cities facilitate matters considerably for the aspirant, and often give more lucrative remuneration during the early periods of





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Abendpost, Jan. 5, 1916.

acceptance. These, then, are the causes for the present dearth of male instructors for physical culture.

The former Superintendent of Schools, Mrs. Ella Flagg Young, to whom we are greatly indebted because of her sentiments and positive stand for the furtherance of gymnastics, insisted that half of the callisthenics teaching force should be men, a stipulation which proved unfeasible because of the aforesaid prevailing conditions.

While our School Board has done much in matters pertaining to school buildings with space for exercising, gymnastic halls, and classrooms with adequate appurtenances for the development of the human body, the time element which is dedicated to this cause has not undergone any changes since the first inception of this subject in our schools.

Only fifty minutes to one hour per week is reserved for gymnastics in our



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GERMAN

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elementary schools, and, in this respect, we do not show the progressive spirit of other nations. In Germany practically three hours are used for exercising, and in Japan, according to two Japanese teachers who visited Chicago, seven hours per week are specified for callisthenics in the primary classes of the public schools. There is a slight diminution, however, in the higher grades, but it does not drop below three hours during the week; and this is also compulsory in the senior university class.

Now, in regard to "military drill" in our schools, why,--we have it, of course. It has been with us for years. It is part and parcel of our gymnastical system, but we use no such designation. This drilling is called "Ordnungsuebungen" (verbatim: "Order-exercises," marching formations and allied subjects would explain it, Translator). In the English language we use the term "tactics." The only distinction is in the commanding method, or, let us say, expressions. Thus the "commands," as



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given in our school tactics, are more suitable than to resort to the military phraseology, and therefore we use the former. Nevertheless, the latter also finds some application in our higher institutions of learning.

These "tactics" are executed with and without "wooden sticks;" in the upper grades, steel rods are substituted. Verily, the drill is here. We refrain, however, from using the adjective "military." And, just as we practice gymnastics here, so it has been on the curriculum of our youths in Germany, and this physical culture has done its fair share in producing capable German soldiers. According to German reports, 600,000 or more members of the "turners," (gymnasts) are in the German army, and their achievements on the battlefield may be perused by anyone who reads the German Turnerzeitung (paper on Gymnastics, Transl.), as this publication gives a weekly list of all its members who were awarded the Iron Cross (a highly coveted medal for bravery. Transl.). The most efficient method in



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preparing for an impending war consists in a systematic development of the human body during our youth, and this requires time and a sufficient number of highly capable teachers.

Our present Superintendent is an advocate of physical development during childhood. Perhaps he can reach the goal by providing the necessary requirements: more time and a larger teaching personnel.



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Sonntagpost (Sunday Edition of Abendpost), Feb. 14, 1915.

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WHAT CAN OUR GERMAN VEREINE DO FOR THE  
PRESERVATION AND PROMOTION OF DEUTSCHTUM?

I G

Lecture on the Necessity of German Schools Held in  
the Technischer Verein

by

J. P. Schroeter

A question that is frequently asked, and rightly so, is this: What can we do, not only to preserve the Deutschum [anything pertaining to things Germanic] in the United States, but to promote it? Most of the time this question was settled by giving money to the Red Cross or other welfare organizations. By doing this we believed that we had adequately fulfilled our duties. Laudable as this spirit of charity is, it served as an excuse for not doing something more worth while, which we never had the time or the money to pursue--or so we thought. Today we realize that money alone won't

GERMAN

WPA (ILL.) PROJ. 30275

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II D 10     Sonntagpost (Sunday Edition of Abendpost), Feb. 14, 1915.

III B 2

III A     do the trick, that we will have to go to a good deal of personal  
I C     trouble in order to give truth a chance to triumph.

I G

What does our Deutschtum depend on? It depends on the country, the people and on education. The country [Germany] we cannot bring over here as if by magic. The people [German] are here to some extent. There remains only education, and here is where we have to begin our work. All of you who have enjoyed a German education know how valuable it has proved in this country: how it has enabled you to make a living and to forge ahead faster than you had expected, in spite of a foreign language.

Let us take a look at the American educational system. For quite some time now our leaders have found fault with it, and have tried various remedies, beginning at the top, as usual. New methods are introduced at universities and colleges and occasionally at high schools, but nobody ever thought of going to the roots of it and beginning at the public schools. Unquestionably



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II B 2 f

II D 10 Sonntagpost (Sunday Edition of Abendpost), Feb. 14, 1915.

III B 2

III A our public schools embody many good features, especially the direct  
I C transfer to a high school upon graduation and from there to the  
I G university. We have, therefore, an uninterrupted training which would  
not in all cases be possible in Germany where time is sometimes lost  
in switching from a Mittelschule [medium school] to a higher one which prepares  
for the university. But we must always bear in mind that what is taught in  
Germany's Volkschulen [public schools] and subsequent vocational [technical]  
schools is of much greater substance than can be had over here. It is a  
recognized fact that the gap in educational training between the various  
professions and vocations is smallest in Germany, which fact necessarily  
makes for a better understanding among her people and tends to promote a  
healthy democratic spirit. The drawback of the [American] public schools  
is, in my opinion, that too much time is wasted. The non-attendance on  
Saturdays alone amounts to more than one year lost to education. Furthermore,  
for my part at least, I do not favor co-education and a predominantly female

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Sonntagpost (Sunday Edition of Abendpost), Feb. 14, 1915.

teaching personal for boys. There is no real system in the curriculum as a whole, the discipline is poor, etc. It is beyond the scope of today's lecture to discuss these interesting topics in detail. What we need more than anything else over here are our German-type technical schools, where the public school graduate can get special training for his chosen vocation.

Recently this lack of training has been realized; and attempts were made to imitate the German system through the so-called "continuation schools," but nothing much came of it since big business and the unions apparently could not be induced to sponsor and promote the experiment as they should. We have achieved laudable results by introducing Turnen [gymnastics] and German language instruction in our schools, and we believe that we shall be doing the right thing if we continue our efforts in this direction. In this connection I do not take into consideration home education, assuming that in German families it will be handled the German way, which should not be so hard to

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II D 10 Sonntagpost (Sunday Edition of Abendpost), Feb. 14, 1915.

III B 2

III A do if we had a good school system, but which seems almost an im-  
I C possibility under present conditions.

I G

Now what can our vereine [German clubs] do in this respect? The Technischer Verein (Technical Club) to which we belong, promotes education, if only for a limited number of people, and it seems to me that we, especially, should feel called upon to set a good example. As I have mentioned before, what we need most is a good technical school patterned after Fachschulend, [the German trade school] specializing in subjects we are familiar with--drafting, mathematics, natural science, etc. We can take the initiative and try first to organize a night school, where these and related subjects could be taught. There may be a sufficient number among our members who would be willing to act as teachers and give lectures in their special fields. It goes without saying that this instruction has to be given in English. If we could get the necessary support from other vereine, we could even

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III B 2

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contemplate to start our courses where the public schools leave

off, and we could get the students through a high school and

college training within, say, six years for which eight years are

now required. All this is just wishful thinking right now. For

the time being we would be interested in organizing a night school, and after we made sure of its success we could attempt to launch a day and night school by next fall. Of course, we would have to count on the support of all German associations, and I am confident that it will not be so hard to enlist their aid.

I think the promotion of Deutschum in these schools can be effected by giving thorough and systematic instructions, by insisting on discipline and, above all, by giving prominent place to German science and methods.

A more idealistic aspect should be the governing principle of such a school, without neglecting, of course, the practical education of the student. For

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GERMAN

II B 2 f

II D 10 Sonntagpost (Sunday Edition of Abendpost), Feb. 14, 1915.

III B 2

III A instance, the students can easily be made to see that they do not  
I C only learn for the purpose of making money, but that their  
I G education should also be of an intrinsic and idealistic value to  
them. I am of the opinion that we can do a world of good in this  
respect.

But idealism alone cannot start such a school; it takes money, just like everything else. A moderate amount at the beginning, and later on probably nothing at all. A school of that sort should be self-supporting or even earn a net profit, which, of course, would either have to be reinvested in the school or would be used for other means of promoting Deutschtum.

Just to show you other possibilities, I would like to mention business courses, for instance. I am convinced that the Kaufmaennischer Verein (Commercial Association) of 1858 could be interested in this idea.

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GERMAN

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II D 10      Sonntagpost (Sunday Edition Abendpost), Feb. 14, 1915.

III B 2

III A      It will be a difficult and tedious task which we have to perform,  
I C      and the results will not be obvious right away. It may be years  
I G      before we are able to attain success. But consider the magnitude  
         of the project for which we want to lay the cornerstone today. It  
amounts to nothing less than getting control of our educational system, slowly  
but surely, during the years and decades to come. To him who has the country's  
youth belongs the future. Therefore, let us not expect immediate results, but  
let us start rolling the stone which will turn into an avalanche. After we  
have made a good beginning here, other cities with their associations will soon  
follow suit, and we can visualize a network of educational institutions, con-  
ducted according to our principles, covering the entire United States.

Our present strength is still much divided. We have to face life's problems  
from a more practical point of view. If all German vereine and associations  
would join in economic co-operation, there would be no limit to what we could  
accomplish. Should it not be possible for us to learn how to work together?



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GERMAN

II B 2 f

II D 10 Sonntagpost (Sunday Edition of Abendpost), Feb. 14, 1915.

III B 2

III A All walks of life, from professor to laborer, are probably  
I C represented among German-Americans. We must weld ourselves together,  
I G now or never. The present war has furnished evidence that we have  
not yet disappeared in America's great "melting pot," that we have  
maintained our German national pride, which apparently is stronger within  
us than within any other nationality. Should we not, therefore, also be  
strong enough to infuse our spirit into American life? Because the American  
nation is not yet matured; there is still a groping in the dark, a seeking  
for final destiny. So let us try to lead this great country on the way to  
progress and humanity.

WPA (ILL.) PROJ. 30275

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GERMAN

Illinois Staats-Zeitung, May 28, 1914

### INQUIRY ASKED ABOUT GYMNASTICS IN SCHOOLS

School Councilor Huttman asked for an explanation in the meeting of the school board, held yesterday, of the justification of the move whereby the German Gymnastic System has been replaced by the Swedish Ling system in four public schools namely, the Armstrong, the Brown, the Youngman and the Drake schools, whilst in all other schools the German system is prevalent. Dr. Carl Ryder had been entrusted with the instruction of the Swedish system in the above mentioned schools. It has been asked that a report should be made at the next meeting about this affair. The fact is that the school council has not approved of an experimental introduction of the Swedish system. Mr. Huttman pointed out that it was intended to extend the Ling system to all the other schools and there can be no doubt that this innovation has been caused by the four Swedish school members. The report will be awaited with interest.

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GERMAN

Abendpost, Sept. 7, 1911.

### GERMANISM IN SCHOOLS

Interesting disclosures on Germanism were made yesterday at the meeting of the Board of Education when Mrs. Ella Flagg Young, the superintendent of schools, read the annual report. The largest groups attending elementary and high school classes in evening schools are German, according to the report read. During the past school year not less than 2,616 German pupils, Swiss and Austrians not included, have enrolled in the elementary classes, while 1,750 have taken advantage of high school classes in the evening schools. There were also 652 Austrians enrolled in the elementary classes and 73 in the high school classes of the evening schools. Natives of Switzerland attending the evening schools altogether were 44. of the 2,616 German students who attended the elementary classes of the evening schools, 880 were native Americans.

The German element is leading in high school attendance by a great majority. The next largest group is the Irish, which is 616; followed by the Swedish, 587; The Poles, 397; the Russians, 343; the English, 263; the Bohemians, 261; and the Norwegians, 197. China, Cuba,



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GERMAN



Abendpost, Sept. 7, 1911.

Egypt, Turkey, and the Isle of Manx (noted for its stump-tailed cats), were represented by one member each....

Statistics reveal that 87 males and 70 females have taken advantage of the German instructions in evening schools during the past school year. In regard to elementary schools, no record of the number of students taking the study of German was available. However, Gertrud E. English, the district superintendent, informed the meeting that the German classes were considerably larger since a modification of rules governing that subject was introduced. According to her, the study of German has been added to the curriculum of a number of other schools as the direct result of the change of rules. "Moreover," said Miss English, "Taking the method of teaching into consideration, I fully share the opinion expressed by teachers in general that the abolition of the instruction of German grammar would prove essential. Fluency of expression could be obtained more easily by devoting more time to the instruction of writing, reading, and conversation. The German language should be taught, but its instruction should be so organized

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G IRALAN



Abendpost, Sept. 7, 1911.

that proportionate progress would be the result of every successive lesson, until a reasonable fluency would be obtained....Every school that includes German in its curriculum should employ a special instructor for that subject; in many instances this special instructor could give his services to two schools".....

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GERMAN

ABENDPOST, October 5th, 1910.

### A German Teaches English.

A native German, Professor Lorenz Morsbach of the University of Goettingen, will accept the professional chair for "English language" at the University of Chicago. About a year ago Professor John M. Manley, of this University was transferred to Goettingen where he taught English. Professor Morsbach is recognized as one of the authorities in English.

The faculty of the University of Chicago arranged a banquet last night in the Hutchinson Hall in honor of Professor Morsbach.



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Abendpost, Nov. 13, 1906.



GERMAN

DR. KRAEGER INTRODUCED

In the great, densely-filled hall of the "Haskell Oriental Museum" at the campus of the University of Chicago the inaugural lecture of Dr. Heinrich Kraeger, Professor at the Royal Art Academy in Duesseldorf took place yesterday afternoon, at 3 o'clock. The introduction of the German lecturer into his new office was made by Dr. Judson, the ad interim dean of the University. Professor Laughlin, who a short time ago returned from Berlin as lecturer of political science, bade him welcome in the name of the faculty. The German Consulate and the German Department of the University were represented completely, also numerous other members of the faculty gave honor to their trans-atlantic colleague by their presence at his first lecture. This consisted of a general introduction for his topic: "The History of the German Art of Painting, from its beginning to the present. Besides these lectures, Dr. Kraeger will give once every week for two hours, seminary exercises on the mutual influence of German Art and Literary History.

Beginning next Friday evening, Dr. Kraeger will give lectures at the Germania Club-house and will start them with a reading about the Art of Adolf Menzel, illustrated by photographs.



Die Abendpost, November 19, 1904

German Editorial on Sports. They  
have a tendency to be silly.

Mr. Jere Delaney, trainer of football players at Northwestern University, declares that the student players suffer from an ailment which is akin to softening of the brain, which manifests itself in the victim in peculiar and often ridiculous actions. "It is known", says Delaney, "that every football player re-experiences his fights in his dreams, but only those who are in intimate daily contact with these ball players know, that they are absorbed during their waking moments by constant day-dreaming

The trainer considered the matter seriously and declared that, during the training period, his chief difficulty consists in preventing this day-dreaming and lack of concentration. He has found no reliable remedy, nor does he know of a satisfactory diagnosis whereby he can identify the ailment.



Die Abendpost, November 19, 1904

Only pious simplicity or the simplicity which we sometimes circumvent by calling it stupidity, could induce Mr. Delaney to make such assertions. After all, he is a professional coach of such ball players and, when making such declarations, does he not saw off the limb on which he sits?

According to this judge, the student-football-hero is, what is termed as "somewhat balmy". The public has suspected it for a long time, and believed to have an explanation for it, which in the mean, coincides with Mr. Delaney's ideas! This training which constantly absorbs the student's mind and concentrates it on the one subject, the game, may well be the most culpable factor but the knocks and punches help on their part, and, a certain susceptibility to foolishness must be presupposed among such students who sacrifice three months yearly, during the prime of their life, to obtain proficiency in a brutal combat. Maybe

Die Abendpost, November 19, 1904



an ancestral trait must also be considered, since these young men are seldom financially independent, it is evident that their parents must give their "Yes" and "Amen" to it, which shows their mentality to be of a similar caliber.

We are living in an age of realization and wonders. This claim has often been made and much proof has been submitted to substantiate it. It would be the greatest miracle if the Professors and university presidents would recognize the truth about football. But that time is still remote.



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GERMAN



Abendpost, April 13, 1904

THE GERMANISTIC INSTITUTION.  
NORTHWESTERN UNIVERSITY  
FOLLOWS THE EXAMPLE OF  
HARVARD.

A highly important step in the further development of the American spiritual life that especially will be warmly welcomed by the entire German element of the U. S. was made yesterday by the Administrative Board of the Northwestern University. On the occasion of its annual meeting it resolved to found a Germanistic Institution, as a branch of the University, just like the one that is in existence in connection with Harvard University.

The purpose of the institution is to awaken and cultivate, through the American Universities, a wider interest towards the accomplishments of German civilization, language, literature, history, art, music, archaeology, - in short, of the entire German spiritual life and psychology; also to tie closer the connections between Germany and the United States, and to form more hearty relations between the two nations.

The plan also envisions the foundation of a Museum in which shall be illustrated,



Abendpost, April 13, 1904

as far as is possible the development of the German civilization, through collections of pictures, statues, utilities, models of architecture and of applied arts.

Further there will be established a library that will contain everything that has been created by German spirit and German knowledge. The library and museum shall be housed in one building, whose architecture shall be German and which already by its outer appearance expresses the architectural talent and the artistic taste.

Further, lectures shall be arranged for which prominent scholars from German Universities and other acknowledged authorities shall be called.

But the institution shall also become a monument for the importance of the German element of our country, it shall show how far the life and aims of the American people were influenced by the Germans, and it shall thereby remind us of the great part Germany and the Germans played in the history of our development.



Abendpost, April 13, 1904

The following gentlemen were nominated as directors of the Germanistic Institution:

Judge Theo. Brentano, Otto C. Butz, Member of Congress, Henry Sherman Boutell, Fred C. Gaertner, Chas. F. Guenther, E. G. Halle, Dr. Jas. Taft Hatfield, H. Paepke, Otto C. Schneider, Wilhelm Vocke.

Besides, there shall be appointed a general council selected of outstanding men in Germany and the United States.

The Administration Board also resolved to celebrate in suitable manner the Fiftieth Anniversary of the foundation of the University on November 5th, 1905.



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GERMAN



Abendpost, March 23, 1904

STORM IN THE TEA KETTLE. PROFESSOR EDUARD MEYER  
INCURS THE DISPLEASURE OF THE TEMPERANCE  
ADVOCATE. IMPRESSIVE CELEBRATION AT THE  
AULA OF THE UNIVERSITY.

A storm in a tea kettle was provoked by Dr. Eduard Meyer, Professor of Jurisprudence at the Berlin University, and one of the five visiting German scholars, by his defense of college life in Germany. Among the temperance advocates a storm of indignation rages because the Professor related that as student he frequented drinking bouts and participated in many an improper prank. And his declaration, that if he were a student once more he would do the same things again, created cramps among many of the temperance ladies.

These words, which caused such a storm of indignation among the enemies of beer in Chicago, fell yesterday during an informal student meeting at the Chicago University. Professor Meyer was announced as speaker and for his subject he selected a description of college life in Germany. He told his listeners how the German

student connects the earnest study with the gay life of youth, how he fosters sociableness and tests his personal courage at the fencing loft. Here he pointed to his beard, which he said, was hiding many cuts he received on the fencing-ground, but of which he is still proud. That the students, who listened to the lecture, did not conceive the matter like the temperance disciples, was shown by the storm of applause that greeted the end of the speech, and which was supported by the participating female students.

The most angry of the entire temperance society is Miss Shontz, the President of the League of Christian Temperance Ladies. She declared that these expressions of the Professor definitely prove that he is no representative of the highest intellectual life in Germany.

Yesterday afternoon at 3 o'clock the main act of the fiftieth valediction celebration of the University of Chicago began the bestowal of the honorary Doctor degrees to a number of persons and the granting of the certificates of maturity to students. The celebration took place at the Mandel Hall of the



University Building in the presence of eight hundred persons. To the left and right hand side of the stage were placed two large banners, the German and the United States colors. The members of the faculty appeared in their black robes and tassel ornated caps. Accompanied by the sound of music the procession entered the hall. After a short prayer, President Harper bestowed the honors upon the students and held a short address, in which he enlarged upon the duties, aims and purposes of a university. Not only in the homeland shall it form a connection between the masses, no, it also must tie the different countries together. After this Professor John Herle Coulter delivered his announced commencement address, which contained a description of German scholarship and its successes. After Coulter Professor Meyer spoke. He spoke mainly about the war, a very dear subject to the historian. He explained that war is not only inevitable, but is a necessity. The anxiety for the preservation of the homeland arouses a nation and makes it strong. A war between Germany and the United States, which is so frequently mentioned, will, in his opinion, never occur; for this, both countries are too powerful and also too sensible. The representative of the German Emperor, Ambassador Hermann Freiherr Speck von Sternburg, then held a short address and read the message of the Kaiser. The Deacon of the institution, Mr. Judson, then read a congratulatory telegram from President Roosevelt in which he pointed to the prominent part the Germans play in the success of science. He also



remembered the share that is due to the Germans for the building up of the United States.

Then began the bestowal of the Doctor degrees. Led by the Deacons of the concerned faculty the five German scholars stepped forward and received the degree. Each one in a few short words, rendered thanks for the honors. Then the Ambassador of the United States in Berlin, Charlemagne Tower, was bestowed in absentia - as a reward for his efforts to preserve the good relations between Germany and the United States. Ambassador von Sternburg also became an honorary Doctor of the University of Chicago.

President Harper then announced that Mrs. Catherine Seipp has founded three prizes which will be known as "Conrad Seipp Memorial German Prizes". They amount to \$3,000, \$2000 and \$1000 and shall be given to those who furnish the best essays on the subject: "The German element in the United States with special consideration of its political, moral, social and educational influence."

With a banquet on which 250 guests participated, the celebration came to a conclusion.

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GERMAN

Abendpost, February 19, 1904

(VOX POPULI) TO THE SCHOOL  
QUESTION

Chicago, February 17, 1904

To the Abendpost

Gentlemen:-

During a meeting of the "Evangelical Pastor Association of Chicago and vicinity" that was held a short time ago the following resolutions were passed, and the Secretary was instructed, to send them to you for publication in your esteemed paper.

Yours truly,  
L. Schmitt, Secretary

"Whilst the Roman-Catholic Archbishop Quigley of Chicago, Illinois held before the Catholic Women League at the Freemasonic Temple of said city, on December 19, 1903, such a speech about the public schools of our country, in which he put them down as tyrannical, unjust and oppressing, so be it, -

Abendpost, February 19, 1904

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"Resolved, that we, as convinced Americans, cannot see such objectionable notations employed against our public schools, and therefore regret them with indignation, further,

"Though our public schools do not entirely correspond with the religious purposes of Christianity, but since this condition for the most part is caused by the influence of the direction which the Archbishop represents, so be it -

"Resolved, that herewith we express with gratitude our full confidence towards them for their estimable services in the cultivation and education of the youth, and that we will support them henceforth to our best ability with word and example."



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Abendpost, February 18, 1904

FOR GERMANIC RESEARCH. NORTHWESTERN  
UNIVERSITY WILL ESTABLISH A SPLENDID  
INSTITUTION.

In the private office of the President of Northwestern University, Dr. Edmond J. James, an interesting meeting of the Professors of the German Department and some invited citizens of Chicago, took place yesterday afternoon. A detailed discussion was held about a plan for the foundation of an American institution for the furtherance of Germanic sciences. A collection of models of statues, buildings, monuments and other works of sculptural art that, as far as possible, shall bring before the eyes of the visitors the German civilization from the earliest to the most recent times, shall find a place therein. In addition there shall be erected a great hall for lectures, and for the lectures there shall be called from time to time outstanding scholars from German Universities. It was resolved to interest by means of circular letters, the Germans in Chicago, Milwaukee, St. Louis, Cleveland and other cities having a large percentage of German inhabitants. The German Consul, Dr. Walther Wever, promised his full cooperation. As is known, the Northwestern University has a large number of German students and therefore already has a valuable German library.

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GERMAN

L. Viereck, Zwei Jahrhunderte (Brunswick) 1903, P. 133.

The University of Chicago.

It was the Politics of Harpers to undertake' at the beginning to encourage as well as gather students who were exceptionally bright, to have them study for degrees. Too bad one of the most capable men Dr. Hermann Edward V. Holst, is lost again to the University. Holst was born in 1841 in Livland and at an early age came to New York where he became engaged in the study of Journalism and Literature. In 1872 he was appointed Professor of History at the newly established University of Strasburg. From there he came to Chicago in 1892 but was shortly afterwards compelled to discontinue his profession due to ill health. One of his most popular and important pieces of work was recalled here. "The Constitution and Democracy of the United States of North America".

Over the qualifications and arrangements of the German Department there appeared recently an article in one of the foremost papers, the "Western", on February 4, 1900. The leading personnel at that time consisted of Prof. Starr, W. Cutting, Manager of the Department were Hans M. Schmidt, Wartenburg Kamillo, Wm. Klenze, Paul Oscar Kern, Phil Allen, Ben. Almsteadt and during the summer Richard Hochdorefer, Prof. at Wittenberg College.



There is only this left to say that the University by extending and introducing the Summer Courses as well as the "University Extension Department" and by trying to increase general popular education made quite an advancement. Through a visit of the German Ambassador Dr. Von Holleben became better informed. Already in 1899 not less than six students were studying for Doctor of Philosophy degrees and who wrote their theses in German.

The total now is 4315 students so that Chicago is third and only Harvard and Columbia are ahead.

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GERMAN

Abendpost, July 5, 1902.

OF THE SCHOOL ADMINISTRATION  
A SMALL CONCESSION FOR THE GERMAN LANGUAGE TEACHERS

The School Board Committee for Instruction affairs has resolved to recommend that those teachers of German in the public schools, who already have 19 years of service and therefore in the next year are entitled to a pension, shall be freed of the new examination demanded. Originally it was motioned that this privilege should be extended to all teachers who have at least 15 years of service, but the Committee refused to take this up.

Member Loesch was against any exception whatsoever.

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GERMAN



Die Abendpost, November 7, 1901

THE SCHOOL BOARD LOSES. DOES NOT HAVE THE LEGAL POWER TO SUPPLY FREE BOOKS. JUDGE NEELY GAVE HIS LONG EXPECTED DECISION TODAY. THE SCHOOL BOARD WILL SUBMIT THE VERDICT TO THE COURT OF APPEALS. JUDGE NEELEY'S VERSION OF THE LAW.

Judge Neeley decided today that according to law, the School Board does not have the power to supply free text books to the children in the Public Schools; it would require new legislative acts to give this power to the administration..... This does not end the affair by any means, since the legal lights, Altgelt, Darrow and Thompson, who happen to be the representatives of the School Board in this instance, declared immediately after the decision, that the case will be appealed.....The main issue - as Judge Neely interpretes the law, comprises the following:

"In regard to this controversy, it is not a question of whether the proceedings of the School Department have been advisable or justified in the interests of education, but the affair hinges on the actual authority, which the State laws give to the School Board. Section 1 of Article VIII of the States's Constitution specifies: 'The Legislature shall provide for an effective free school system,

Die Abendpost, November 7, 1901

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whereby all children of the State may obtain a good Public School education.' The representative of the School Board maintains that the Constitution takes a li-beral view and so also concedes the right to distribute free books, even if the State's statutes did not give additional definite paragraphs on Public School matters....In fact special laws are not needed....Section 202, Paragraph 122 of the amended laws of the State of Illinois:.....that the Boards of every school district shall have the right, to raise a tax for the following purposes:

For the furnishing of and the continuance of free schools and for the payment of all expenses caused thereby; for repairs and improvement of buildings, procuring of furniture, fuel, libraries and apparatus and all further costs which will eventually arise in such an establishment!.....

Thus the tax money can be used for free books - in conformity with the quotation: "Expenditures for various purposes... The court claims this inference is erroneous

In the foregoing proceedings, the School Board's attorney takes cognizance of Paragraph 10, Section 146 of the School Laws, which states:





Die Abendpost, November 7, 1901

The School Board is empowered to provide a sufficient number of school books (copies of those which are in general use) for children of such parents, who are not financially able to procure them. The books thus obtained are to be loaned only....must be returned at the end of the year....teachers shall see to it that children do not damage them etc..."

The School Board's legal batteries consider this as unconstitutional, as that is manifestly class legislation... Regardless of the injunction which curtailed the distribution of books, these, to the amount of \$40,753, are now in the private possession of the youngsters.....

This decision will affect many of the high school students and compels a large number to discontinue their studies, since these text books are high in price..... The School Board awaits the results from the Court of Appeals; there is nothing else it can do....The local Turn Vereine, The Alliance of the German clubs, Federation of Labor, were all in favor of free books, but found a strong adversary in the German Catholic clubs, led by Theo. B. Thiele....and these latter clubs applied for an injunction to prevent the distribution of free texts.... which was granted....



Die Abendpost, November 7, 1901

Mr. Thiele considers the action of the School Board as "socialistic" and without legal authority. He further invokes Chicago's citizens to restrain the School Board in the future..."

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Die Abendpost, September 6, 1901



GERMAN

The Board of Education Takes The  
Wind Out of The Sails of The  
Catholic Clubs.

The German Catholic Societies obtained a temporary injunction from Judge Vail, to prevent the distribution of free text books at the Public Schools for the first four grades, but it appears that this legal action will not be very effective, since the books were promptly purchased and distributed in the forenoon, while the judicial writ was issued in the afternoon. Vice-President Mark, who presides over the schoolboard during the absence of its chief, President Harris, bought the books without delay; first, because the children needed them, and secondly, he probably desired to avoid the court order. Although the legal advisers of the Catholic Association mentioned their intentions to the school authorities in the morning, even this notification came too late, to prevent the purchase. Lawyer McMahon, Attorney for the School Board, gave the following version: The plaintiffs missed the proper legal time limit, to object to the payment of the \$40,000 appropriation, which was to be used for this purpose. Altogether \$90,000 has been set aside for free school books, and in regard to the remaining \$50,000, another desist demand may be obtained. The petition for an injunction was to be argued originally before Judge Hutchinson, but since he holds no afternoon sessions, Judge Vail had to consider it. A copy of the



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document was sent to Superintendent Cooley and Secretary Larson, although those gentlemen had nothing to do with the book-buying episode . Vice President Mark, who in the absence of the business manager, Guilford, ordered the purchase of the textbooks, knew nothing officially about the restraining command.

The representatives of the various "Turn Clubs" and the "Chicago Federation of Labor" adopted a resolution last evening, advising the parents of all children of the four elementary grades, not to buy any instruction books but to await the court decision. A mass meeting is to be called, to protest against the elimination of free books.

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GERMAN

Abendpost, May 15, 1901

SCIENCE AND POLITICS; HONOR AND MONEY



Hugo Munsterberg, the fighting German-American professor makes the following interesting statement: "I remember very well a long discussion which I had with an eminent English Scholar, who had come to lecture in this country. At that time I was not very long in this country and therefore inexperienced in American academic affairs. We talked about the low standard of American scholarship, and he said, 'America will never have scholars of the first magnitude as in Germany and England, unless every professor in the leading universities receives not less than \$10,000 yearly salary, and the best of them not less than \$25,000.'

"I was very much surprised and considered it a pessimistic and materialistic attitude. He reasserted his opinion and continued, 'The American's consideration for money exists not merely for the sake of money, but to him it indicates the measure of success; therefore the professions of science and learning must have the support, which high salaries affords, to make them socially prominent, and attractive for the most intelligent people'



Abendpost, May 15, 1901

"My friend did not convince me then, but my contact with hundreds of professors and teachers all over the United States, and my analysis of the careers of the most capable students, who were inclined toward science and learning, but finally chose the legal profession or business for the sake of social recognition, convinced me of the truth of his statements."

This is not a pleasant realization, but it is true, nevertheless. Whoever has mingled with our intellectual, public, and social life, with some degree of observation, and recognized the driving power, cannot help but agree with Professor Muensterberg.

Money is the measure of success. Riches is honor. Wealth is power. To gain wealth is to find admission to the higher levels of life. Of course there are people, who, in spite of their wealth, are despicable in the sight of the world, and there are others who obtain high degrees of honor without a large share of earthly goods. However, these are exceptions which prove the rule.....





Abendpost, May 15, 1901

The career of a scholar with a possible professorship for its goal and an income of from \$3,000 to \$5,000 per year only, will never have the attraction among our people and in our time for the most intelligent and most capable students. Besides, it must be taken into consideration, that it takes years of laborious preparation and highest mental strain without being compensated by due recognition and honor.

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GERMAN



Abendpost, April 9, 1901.

### FREE SCHOOL BOOKS DEMANDED

Delegates of the Alliance of German Clubs, of the Chicago Federation of Labor, and of the Athletic Clubs set up a declaration yesterday to be sent to the State Legislature. The German ecclesiastical associations protested against providing all pupils of public schools with books and instruction material free of charge. The before mentioned declaration is replying to the protest and is pointing out that a number of states are ahead of Illinois and that a number of large cities in the East--in Philadelphia since 1818 already--this arrangement exists and has proven beneficial.

It is also mentioned that the introduction of this new measure would eliminate the excessive profit gained by the school-book concerns, who are organized into a monopolistic syndicate.

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Abendpost, March 5th, 1901.

FOR FREE SCHOOLBOOKS.



The Association of German Clubs has authorized its president, Mr. Jacob Ingenthron to join the delegates of the Federation of Labor and the gymnastic clubs of Chicago, who will go to Springfield to persuade the State Legislature to make it lawful that all pupils in all public schools receive their schoolbooks free of charge.

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GERMAN

Der Westen, Jan. 27, 1901.

EDUCATION COMMISSION FAVORS FREE TEXTBOOKS AND ELIMINATION  
OF GERMAN IN THE ELEMENTARY GRADES

The Citizens Committee on Education, nominated by the Civic Federation, held its fifth session yesterday at the Palmer House and practically finished its work involving the report of the executive committee, leaving two or three important questions for future consideration.

The Executive Committee recommended that the Board of Education should give books to students at cost, but the committee disapproved. A unanimous resolution favored free usage at city expense, and in connection therewith, Superintendent of County Schools O. T. Bright, Professor J. W. Thompson, and H. H. Gross voted accordingly, since Boston established a precedent recently by subscribing to this innovation.

The commission further recommended that compulsory attendance should



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Der Westen, Jan. 27, 1901.

include 26 instead of 14 weeks, as formerly, and that vacation schools shall be established in densely populated districts.

Without much ado, the Commission also decided to eliminate German and algebra from the curriculum of the elementary schools, in due conformity to our previously expressed apprehensions.



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Illinois Staats-Zeitung, July 7, 1900.

THE PROTEST FORMULATED.

p. 5 - The antagonistic attitude of the present city administration, toward instruction in the German language, and gymnastics in public schools, has led to a decision, unanimously accepted by all German societies of Chicago at this meeting:

"In the interest of the education of our young people, the German-born citizens of Chicago demand, that in addition to the culturally important English language, the German language should be taught, as extensively as in years past.

"We demand also, in the interest of the physical development of the younger generation, that gymnastics be introduced as an obligatory subject, in all public schools.







Illinois Staats-Zeitung, July 7, 1900.

"The fact that the members of the school board are appointed by Mayor Harrison, will make him directly responsible should these two subjects be restricted in the public schools during the remainder of his administration."

A committee, composed of Messrs. Leopold Saltiel, Carl Haerting and Fritz Nebel, and Mmes. Elizabeth Skowronski and Pauline Dupre, will submit this decision, approved by several hundred German societies of Chicago, to Mayor Harrison today. Inasmuch as Mayor Harrison will appoint members to the educational council in the near future, it would be reasonable to expect that he will comply with the request of the German citizens.

Another important decision was the request of the aforementioned committee, to meet a committee composed of five members of the United German-American Citizens of Chicago and Vicinity.



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Illinois Staats-Zeitung, July 7, 1900.

As chairman of this committee, Mr. Koelling indicated that the association, of which he is a representative, is desirous of cooperating with the projected new union. Their chief aim now will be to induce Mayor Harrison to elect members to the school board, whose disposition is not anti-German.

WPA (ILL.) PROJ. 30275

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GERMAN

Illinois Staats-Zeitung, Mar. 3, 1900.

WPA (ILL) PROJ. 30275

### THE WINFIELD SCOTT SCHLEY SCHOOL.

The dedication of this new school took place yesterday, at which Mrs. Evelina Frake functioned as chairman of the festivities. Mr. Joseph Schwab, a member of the school board, delivered the address. Among the other speakers were Henry L. Hertz, the representative for the citizens committee, and Dr. Andrews, superintendent of schools. Impressive was the ceremony of the unveiling of the portrait of Gen. Schley, a gift to the school. The speakers paid tribute to the memory of Gen. Schley, recalling the excellent services which he rendered to the United States.

A musical program concluded the dedication ceremony.

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Abendpost, September 27th, 1898.

### EDUCATIONAL COURSES FOR TEACHERS.

The management of the University of Chicago has arranged a special finishing school for teachers.

Professor von Klenze will conduct these courses once a week on the "History of German Literature," basing his statements upon the book by Franke, "Social Forces in German Literature."

## Progress in Humbug

WPA (111) 111 111

Like a carnival joke reads a lately published prospectus in which, a "Chicago German-American University", announces its opening of business on the first Tuesday in January 1898. On the title page of the prospectus shines, with the remark "reduced", the great corporation schedule of this new planting-ground of modern science. The not badly executed Sigillum, carries in the outer circle an inscription: "German-American University, Chicago, U. S. A." In the middle a note is written in Latin: "Science and Progress. Devotion to Humanity". The center of the whole illustrates in a fitting way a well-made portrait of Pallas Athene.

As Rector and Treasurer of the University there figures a physician, who for some years was the head of a midwife's institution of which he was the founder. The "Institution Building", a not very big residential building, on West 12th Street, shall in the future shelter the "University". As Deacon of the faculty for Beaux Arts is a gentleman who strived hard for several years, but with little success, to introduce here a treatise supposedly by himself, entitled, "Religion of Idealism". This torch of the Sciences and Arts, also, will undertake

Abendpost, November 3, 1897

to enlighten the pupils of the new University on the "Theory and History of the Arts". By the way, he will also occupy the Professorship of Philosophy. An obscure agent is announced as teacher of the German language and literature. Another agent as Professor of Social Economy.. As Professor of Chemistry one finds, in this unparalleled faculty, a gentleman whose nomination as Park Commissioner had to be cancelled by Governor Tanner, following a storm of indignation it created.

The suspicion is close at hand, that the real makers know very well, what they want. That they could expect to win a number of real pupils that would be worth mentioning is hardly believable, but rather that they would try to sell a certain kind of Doctor Diplomas. The drawing of such would be empowered by their "rights of corporation". Also efforts might be made, to induce well-to-do patrons of Arts & Sciences to support the institution financially. In return for such patrons is foreseen "The honorary degree of a patron of the University". The originators have this degree already for they are known as patrons of the "German-American University".

ABENDPOST, March 30th, 1897.

NPA (11) 920 10275

### The Schoolbook Question.

Even the Evangelical German congregations, are now opposing the petition to the Legislature in Springfield, in regard to the free distribution of Schoolbooks to the pupils of our public Schools. Yesterday evening, a meeting was held by representatives of these parishes, in which- as Secretary Henry Thoms in a lengthy letter to the Abendpost reports, all motives against innovation, were discussed in detail. It was resolved, "from an educational, sanitary social-political, and economic standpoints" to protest against the acceptance of the petition. As members of a committee, to submit this protest in the State's Capitol to the proper authorities the following were elected: Professor H. Brodt, of the Elmhurst Seminary, Pastor John Kircher and Mr. Julius Kircher.



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Abendpost, March 23, 1897.

### AGAINST FREE SCHOOLBOOKS

In the matter of the Schoolbook question, there was held another meeting by the opponents of the free distribution of schoolbooks to the pupils of the Public Schools, in the localities of the Bonifacius community, corner Noble and Cornell Streets. After Reverend Evers called the meeting to order and explained in a few words the object of the meeting, Mr. John Kolle was elected as Chairman, and Mr. Andreas Behrendt as Secretary. The Pastors Netzraeter, Burelbach and Erz, also Mr. Frederick C. Happel made speeches, in which they explained the reasons, why they protested against the position presented at Springfield. Pastor Netzraeter called attention to the fact, that more than half of all the pupils in the public schools are not past the age of elementary classes. The parents of these children, mostly workers and small business men, would have to bear the cost of the schoolbooks, together with the better situated citizens, who are in the position to give their children a higher education.



Abendpost, March 23, 1897.

In similar vein, spoke Pastor Burelbach, while Mr. Happel, from the fact, that at the present time there is agitation carried on in six different states of the union, in favor of the system, of free distribution of school books, drew the conclusion, that the Schoolbook Trust stands behind this movement. Pastor Erz called it an injustice, that those, who save the State much money, through maintaining Community schools, and in spite of that, participate in the burden of paying a share for the public school expenses, should be taxed for something, which offers them no advantage.

All those present, signed the protest resolutions, which will be submitted to the State Legislature.

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GERMAN

Abendpost, March 20, 1897.

### THE QUESTION OF SCHOOLBOOKS.

According to newspaper reports, 65 German Societies, among them most all of the Turner Societies of the Chicago Turner districts, intend to intercede in favor of distribution and use of free books in the public schools. This is not done of its own initiative, but in order to assist the passage of the bill, which the teachers have submitted to the Legislature in Springfield.

Naturally, this aroused the displeasure of the clericals, who are doing everything in their power to hurry the matter. First the St Boniface Brothers began to ring the bell and immediately followed the Superior Church Community of St. Louis, and now the St. Aloysius Brothers on 12th Street begin to sound the alarm, to call all believers to arms to help fight against liberality of mind, and the restriction of their income. The initiative was taken by the St. Boniface Brothers, who declared, that such a movement, which was undertaken solely for the benefit of the people, as unnecessary and senseless, as unjust, as unpedagogical and finally as un-American and dangerous to the state. These bigots avoided an open discussion-- they have their

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GERMAN

Abendpost, March 20, 1897.

reasons for it ... but like moles they burrow in the dark, and want to make the people believe, that they do not act for their own interests, but only for the benefit of the believing souls, but forget altogether, that thousands of unbelievers have to pay, for untaxed church properties ... The bigots talk of justice, humanity and love of liberty, but in fact they are only acting from egotistic motives... They know, that the ground under their feet is cracking; that by distributing schoolbooks free, even the children of the believers, will go to the public schools... and only for this reason do they fight against it "with tooth and nail."

But because the liberal element of Chicago is not willing to stand for the insults of the bigots, and the liberals are fighting with open visors, the latter intend to hold a meeting Sunday, the 21st of this month, at 2 o'clock in the afternoon, in the Aurora Turnerhalle, cor. Ashland Avenue and Division Streets, and to give the proper answer to the church fraternity, for their baseless and impertinent accusations. The well known and excellent speaker, lawyer Harry Rubens, and several other Representatives, will discuss this matter, and therefore, no liberal which is synonymous with Turner should fail to be present at this mass-meeting.



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ABENDPOST, March 8th, 1897.

### The Schoolbook Question.

German Societies agree to it.-

In Uhlich's Hall, there was again held under the presidency of delegate Danziger, of the "Turner Society Vorwärts", a meeting of Delegates of a number of German Societies, who decided to work for the principle of introduction of a system to supply free schoolbooks to all the pupils of the Public Schools. A resolution was adopted, the principal contents of which are, that it was the duty of the State to take the thorn out of the present custom of supplying schoolbooks free only to children of poor parents; that furthermore all passages in the text-books should be eliminated, which under cover of Physiology abet the views of the Prohibitionists, that in conformity with the constitutional separation of State and Church, there should be no reading matter of a religious content in the textbooks; that the production of schoolbooks, should, under no circumstances be done by convict labor. This Resolution will take the form of a petition, to be presented to the State Legislature. To submit it to the Board of Education, for the purpose of winning their support, the following Committee of Delegates was elected: L. Danziger, Chas Liuncemayer, A belz, Frank Deisz, R. Arendt, F. E. Dressler, A. Frank & Otto Schroeder.

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Abendpost, July 1st, 1896.



GERMAN

### THE BIBLE IN THE SCHOOLS.

In Koch's Hall at 104 Randolph Street there was held a meeting by the Executive Committee of 200 German Societies, who drew up a common front against a Reader drawn from the Bible, which was intended for use in the Public Schools... This Executive Committee is composed as follows: George Landau, President, Edward D. Deuss, Secretary, O. P. Schomverk, Treasurer, Ehlert Goettsche, John Sieh, F. Dietrich, A. Horsch, Carl Neumann, and John Mohnen, assessors.

It was decided to attend the meeting of the Board of Education on July 15th, and on this occasion to present the protest signed by 18000 people against the introduction of the book. Societies and persons, who still have such protest with collected signatures, in their possession, are requested to send same as soon as possible to the Secretary at 134 Sigel Street.



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GERMAN

ABENDPOST, June 17th, 1896.

From The School Administration.

The Garfield School, corner of Johnson and Henry Streets, will be opened July 6th, for six weeks vacation course, with the approval of the School Board, and under the management of Prof. J. W. Smedley. Expenses of the course is about \$800 and will be borne by the Civic Federation, that will also open vacation courses in other parts of the city. Supt. Zimmermann of the department for German lessons, declared yesterday, to the Committee of Education, that he will be able to manage with the amount received from \$130,000 to \$100,000 and that he intends to employ a part of the German teachers for several hours daily, in regular classes, that their salaries can be paid partly from the general funds. On recommendation of Supt. Lane, the salaries of the directors of the school, in future will not be measured by their length of service but according to the size of the school. The school will be divided into nine grades and the salaries of directors according to grades will be from \$1050 to \$2500. With this system, Mr. A. Niers, brother of School Councillor Hull, could reach the salary of \$2000, for which he might have waited some time under the previous system.

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GERMAN

Abendpost, March 4, 1896.

### THE QUESTION OF SALARIES FOR TEACHERS.

The salary reductions recommended by the Economy Committee of the school board, which had been prevented in January by the opposition of Messrs. Thornton, Brennan etc. will be proposed again on account of the large reduction in the school funds, ordered by the Council. It is expected that the proposal this time will be accepted. The reductions will be made in all salaries in such a way that wages above \$2,000 will be cut 10% above \$1,000 5% and smaller ones 2 and 2½%. In that manner a saving of \$600.000 may be attained. The old enemies of the special courses, (German, gymnastic, singing and drawing), will take advantage of this favorable opportunity and will propose the elimination of those courses for a temporary period of one year. The budget of the high schools in any case will be reduced very considerably. The administration of the high school in Hyde Park for instance, in the month of February has spent #152 for natural gas in the biological department of the school to keep alive some frogs. The heating of the entire school by coal has not cost much more for this month.

A number of unemployed have applied for service with the school census. Members of the school board and especially members of the census committee are at present very much worried persons.

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Abendpost, Feb. 26, 1896.

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### PLEASING PROSPECTS (Editorial)

Because the income of the City of Chicago does proportionally decrease from year to year and bonds cannot be issued any more, the City Council resolved to lessen all expenses. At the most it cut down the grants for the public schools, which shall get along with \$1,600,000 less than was demanded by the finance committee of the School Board. On account of this, not only all new buildings have to remain undone, although they are planned and absolutely necessary to remedy the overcrowding of many school buildings, but without doubt the attempt will be renewed to eliminate all the "fads" from instruction. As a fad is counted, not only instruction of the German language, but also drawing, gymnastics and singing as qualified branches of teaching only reading, writing and arithmetic will be allowed. This means that the public schools of the City of Chicago shall be suppressed below the average of the very poorest German village schools. Nothing shall be done to develop the body, the eye, and the talent for art. The entire education shall be organized as if all the pupils are to become "Grocery Clerks" in their later life. Individual thinking, manual training, and taste are articles of luxury which the rich city of Chicago must deny to their increasing citizenry.

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An Apple of Discord  
The Biblical Reader Ready for **S**chool Use

A reader of about 200 pages containing a selection of biblical sayings and stories - the result of several years of work by the gentlemen C. C. Bonney (Universalist), J. H. Barrows (Presbyterian) and W. T. Onahan (Catholic) - is now completed and will be laid before the School Board shortly, together with a monster petition of pious men, women and children who ask for the introduction of this "Guide to Morals" in the Public Schools.

In former times, up to the year 1874, the Bible itself was in use as an instruction book in the free schools of our city. The teachers were obliged to read every day to their pupils a chapter from the old respected Book of Books. But the Bible contains so many and so different essays that the reports which the children brought home about them caused, in many instances, vexation and displeasure. The clearness with which the Old Testament prophets expressed their anger over governing inconveniences; the harmless frankness with which in many chapters of the book is spoken about occurrences which are covered nowadays with a heavy cloak of convenience; the immoral illustration of many things **as** they appear to modern people in contrast to the natural attitude in olden times - this all conspired to banish the Bible from the schools.



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Even pious Christians protested for these or similar reasons against the dangerous literature which the reader may enjoy without danger only in riper years. The principal adversaries of religious instruction at the Public Schools were of course also at that time already against the use of the Bible in the school, but their influence was minor at that time. Now, when the various Christian denominations made a joint effort to attain their former aim in a new and milder way, the School Board entered a troubled situation for some weeks. Threatened from two sides, the Board probably will find it as the most advantageous solution to assign the booklet of the Messrs Barros, Bonney and Onahan erstwhile to a Committee that will not be pressed for speed. Because of its personnel the Board may not accede to the proponents of biblical ethics. It will depend upon the new nominations, which the Mayor has to make in summer, whether the zeal of the Bible friends will prevail or not.

The ethical teachings of the new reader are largely taken from the Old Testament especially from the "Proverbs of Solomon", from the book "Ecclesiastes", and from the "Psalms". Put on the head of the book are "The two noblest commandments", which Jesus gave to his disciples (St. Mark 12-30 & 31): "You shall love God with all your heart, with all your soul, with all your mind and with all your power. This is the first commandment, but the second one equals this: You shall





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love your neighbor as you love yourself. There is no higher commandment than this."

Under the title, "Elesed children" is narrated, how Jesus of Nazareth said, "Suffer little children to come unto me and forbid them not, for of such is the Kingdom of Heaven." Of the traditions of the Jewish nation are recorded the dreams and adventures of Joseph, who although sold into slavery by his brothers, became, through virtue and wit, ruler of the Egyptian Empire. Further, the book contains extracts from the penal code of Moses, which certainly stands in shocking contrast to the corresponding paragraphs of the regulations of Illinois.

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The Illinois Staats-Zeitung, Sept. 30, 1893.

THE KNOW-NOTHING FIGHT HAS BEEN RESUMED

(Editorial)

Since the eagerness of the Know-Nothing element did not succeed in banishing progress from our public schools, it is not at all surprising that the old attempts which have been in vogue for years are now being applied to the Normal School.

For those who happen to be uninformed, the Normal School is a seminary where women are educated to become future teachers of our county schools. It is under the jurisdiction of a highly respected pedagogue, Col. Parker, who is a staunch crusader of the Pestalozzian educational method. This method practices the gradual and progressively systematic development of the mind, as opposed to the inane drilling which has been the usual method in America for years. The Normal School of Cook County achieved distinction





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under Col. Parker's leadership and its students are sought as teachers throughout this, and other States. They are growing into a veritable army of apostles that represent the progress of education.

This naturally incites our dense and sulking Know-Nothings and the Whig-adherents who now resort to the battle cry: "Down with the fads!"; and fads include everything beyond the three R's. In this instance, the onslaught is directed against Col. Parker. Not that they feel any particular animosity towards the Colonel, but in ousting him, they endeavor to reach the method. Indeed, their hopes and wishes go far beyond that. There are many people, especially in the Irish contingent who wish to dethrone the entire school by attacking its leader. They desire to abolish the seminary. It disseminates too much knowledge.

Small wonder then, that they selected the same Thornton for their banner-bearer who for years proved himself to be an obstinate adversary of Parker.



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The fact that their man never attended a higher institute of learning is not a detriment by any means. That he is incapable of judging the relative merits and results of different educational methods, is immaterial; be it then that his own limitations qualify him. It suffices that he is antagonistic toward Parker's creed, that he is willing to lead the anti-Faddist faction, and is prepared to appear as the apostle of intellectual degeneracy. By doing this he assures himself of support from the anti-Faddists and the Know-Nothings toward that final goal, the dissolution of the Normal School.

Thornton is also the attorney for Mr. Beck. The latter was a wealthy man at one time. During this luxurious period of plenty, he magnanimously deeded the ground on which the school now stands to the county.

A stipulation was attached to this philanthropical present by Mr. Beck,



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specifying that the property would revert to him or his heirs, if it should ever be used for other purposes than those incorporated in the document.

Mr. Beck is now impoverished, and he would be quite satisfied if the Normal School were abandoned.

There is no law in this land whereby presents may be revoked, nor any statute, like the one in Germany whereby the recipient can be compelled to pay a suitable rental, or commensurate with the value of the property to the donor; if such a donor should meet with adversity at some subsequent period. There is that precedent, the famous Carsten-Lichterfelde case. Obviously Mr. Beck's position is not enviable, but it would be sheer lunacy to return this property on ethical pretexts now that the improvements have increased the value of the entire community. Then there is also the



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question of the investments made by the county in erecting the building. It is evident that diverse interests are working towards the disintegration of the school. The greatest force, however, comes from the Know-Nothing element, and our present administration is solely responsible for this element having attained such power on the school board. In the approaching county elections, the voters will know whom to blame if the party leaders do not disarm the apostles of stultification. It would be a disgrace to Cook County if the functions of this institution are crippled or if it is allowed to disappear entirely.



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The Illinois Staats-Zeitung, Sept. 26, 1893.

## AGAIN THE SCHOOL-FIGHT

(Editorial)

"Col. Francis W. Parker, director of the Normal School, High Priest of the 'Fad-Cult,' etc., finds his remunerative, comfortable job jeopardized."

Thus writes our friend, the Evening Post, crusader of nativism and enemy of any scholastic method which dares aspire beyond the elementary limits. Exalted and jubilant at slapping the Germans once more,--those Teutons who always considered the Normal School to be the result of German agitation and who extolled Col. Parker as an unbiased, progressively inclined pedagogue,--this English paper now predicts Parker's fall! And why the sudden elation?

Our "friend" Charles S. Thornton, whom Carter Harrison nominated to the City School Board, was elevated to the presidency of the County's School Council.... Parker's position is indeed unstable now that he incurred the animosity of the Nativists because of his energetic and sympathetic defense of the special branches. His noble work of last winter aroused their ire more than ever!



The Illinois Staats-Zeitung, Sept. 26, 1893.

The readers of the Staats-Zeitung may remember some of the details of that bitter fight which Charley Thornton inaugurated against Parker... It was the same standardized form of attack against a school system which Parker had introduced. Parker's ideas made the Normal School a model institution for our land. In his zeal he even printed pamphlets denouncing Parker. Why? At that time it was alleged that Thornton was the attorney of the man who presented the plot of ground on which the Normal School stands. And now that the gentleman is impoverished, he would like to re-claim it, as the property became valuable. If it would be possible to oust Parker, then the first step towards the abolition of the institution would be accomplished. By such conniving, the centrally located ground would revert to the former owner, in conformity to certain stipulations of the deed; it all hinges on the special branches and is very clever! This then was construed as the motive.

Thornton was not successful at that time. Since then, and in spite of all warnings, Harrison made Thornton a member of the City's School Board. The opportunity came after a German committee expressed its thanks to the mayor





The Illinois Staats-Zeitung, Sept. 26, 1893.

and considered Thornton "all right." Thus Thornton became a member of the City's School Board, besides being a member of the County School Council. Now comes the climax: the Ward politician and ex-superintendent of the letter-carriers, Col Donovan, was made a member by the present County Council. He came to the County School Council a full-fledged member. It was accomplished quietly and unobtrusively, a crime for which our county elders deserve a trouncing next November. Thornton also provided for the re-election of his former ally, Dr. Walden, a definite nativist.

Parker's ousting was the watchword at yesterday's session of the County School Council, and hear ye, Thornton, Donovan, Walden, and the present president of the County Council, Edmanson, voted for Thornton. Cameron, also a member of both boards, left the meeting because he did not care to vote for Thornton. Three others, Cutting, Biroth, and Bright followed suit. Thornton was declared to be elected, 4 to zero.

Possibly, this election may be overruled, but Donovan and Thornton, bosses of the Carter Party, are firmly entrenched in the saddle and will not rest





The Illinois Staats-Zeitung, Sept. 26, 1893.

until the "Academy of Fads," a title which Thornton bestowed upon it, will be crippled by Parker's fall.

Who, then, of our prominent Germans sanctions Thornton, and who commends Harrison's predilection for the special branches?

Who does not listen, must feel! The progressive element can blame no one but itself if the school fight will now include the County schools.

Thornton, Donovan, Halle, a real pro-German trio!



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Illinois Staats Zeitung, Aug. 3, 1893.

TRUDE IS PRESIDENT... OF THE SCHOOL  
 BOARD....

p. 6.. A. S. Trude is the president of the school board. He was elected yesterday by that august body and will keep that position throughout the coming year. E. G. Halle, the great pedagogue who professes esteem and interest for Germanism, insults the Turner and all the Germans in his famous English manner; indeed, he remains entirely oblivious to the efforts of the Germans who have and are still fighting to have gymnastics taught in the public schools.

This then is the beginning of the school board's new fiscal year. The election of officials was quietly and quickly accomplished. The mayor's party (Harrison) agreed to select Trude. The results showed 11 pro, eight against and he was thus elevated to the seat of the mighty.

The opposition which supported Cameron was routed. Only six votes rallied to his support, the other two favored Brennan and Thornton.... The appointment of the two gymnastic teachers was postponed.

It must be remembered that Director Suder recommended eight gymnastic teachers,

Illinois Staats Zeitung, Aug. 3, 1893.

including Cobelli and Jahn, but the two great Germans, Halle and Boldenweck, in order to satisfy their political obligations, substituted Schmidhofer and Grundhofer. The contention of Messrs. Rosenthal, Mallette, Beebe and others, that this is a matter which really should be decided by the supervisor, was ignored by Halle and Boldenweck. It amounted to this: "We have the power and we employ those who suit us."

But yesterday Halle went still further. He declared openly that it was immaterial who was teaching gymnastics, as it is a matter of arms and not of brains any one could teach such nonsense.

After Halle had expressed himself in such a deprecatory manner about gymnastics - a subject with which he is about as conversant as he is with English or German - he tried to convince the other members also. He told every one, it made no difference who was teaching such arm exercises, and naturally, a member asked somewhat surprised, if gymnastics being of such minor importance, would it not be better to drop it altogether?

But let us say this much for the German Gym-teachers; they have done enough "Brain-work" to speak German and English correctly, and that is more than can

Illinois Staats Zeitung, Aug. 3, 1893.

be said of some school board members.

Tom Cusack, one of the Council men, showed himself as a better friend of the Germans. He labored assiduously for the acceptance of Suders' recommendations and was adequately supported by Rosenthal, Mallette, and Beebe, but after bringing the issue to a vote for the fourth time, Halle's proteges, Schmidhofer and Grundhofer, were elected nevertheless.

Cusack's motion to nominate Cobelli as Gym-teacher for the Deaf Mute School was referred to the Committee on Gymnastics and it is to be hoped that President Trude will not appoint Halle as a member; a worse man could not be found. The Turners have no greater enemy, no one who nullified their efforts as much as Halle, who did his share in abolishing the German language instruction in our schools.

He is Carter Harrison's chosen leader of the Germans. What will the Turners say who have been so instrumental in achieving Halle's renomination?

ABENDPOST, June 8th, 1893.

WPA (ILL) PROJ. 30275

## The Salaries of Special Course Teachers.

The City Schoolboard has in its yesterday's meeting, regulated the salaries of the special course teachers. The Superintendent's salary of German instruction was raised to 3000 Dollars, the superintendent's of singing in the Grammar Schools to 2800 Dollars, the Superintendent of Singing in the Primary Schools 2500 Dollars, the Superintendent of Drawing 2800 dollars, and the superintendent of sewing 1600 Dollars. The Assistant Superintendent of Drawing receives the first year 1800 Dollars, the second year 2000 and for the third year 2200 Dollars. Special teachers receive the first year 1000 Dollars, the second year 1200 Dollars, the third year 1300 Dollars, the fourth year 1400 dollars, the fifth year 1500 Dollars and the sixth and each following year 1600 Dollars. - The business-manager of the Schoolboard was instructed, to ask for bids to erect six new school buildings, six on the Westside and one on the Northside. According to information received from the Schoolboard, this year's summer vacations will begin Friday, June 23rd.

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GERMAN

Illinois Staats-*Leitung*, May 21, 1893.

GERMAN-AMERICAN TEACHER'S DAY  
An Appeal To German-Americans

Twice so far the National German-American Teachers Association has held its annual meeting in Chicago, and twice the teachers have enjoyed the hospitality of the Germans of this City. This happened in 1884 and in 1888. The teachers will have another meeting this year. It must be held in Chicago, on account of the World's Fair.

What the National German-American Teacher's Association aims to achieve is fairly well known to the German. It is the duty of all the German-Americans to help to introduce German methods and pedagogy and to see to it that the superficiality of the "school ma'am" is replaced by German thoroughness and conscientiousness. Only such men and women should take up the high profession of teaching who are devoted to it, and possess an aptitude for it. The most formative period in the life of a child should not be left to the whims of irresponsible young men and women. This expresses the chief aim of the N.G.A.T.A. and includes, as a matter of fact, the culture and promotion of the German



Illinois Staats-Neitung, May 21, 1895.

language and German literature.

The local Teachers Committee will welcome the members of the association, who will be joined by many colleagues from the Old Country. However, our funds are insufficient to properly receive from 400 to 500 guests. For this reason we appeal to the Germans, to the friends of the teachers, for financial aid. We need several hundred dollars, and it should not be difficult to collect them immediately. The teacher's conference will take place from July 6 to July 8 inclusively. Details will be published in the press.

Contributions of any amount will be accepted by the treasurer, Professor G. Bamberger, 3216 Vernon Ave., or, 91 Judd Street (Jewish Training School) and will be acknowledged through the medium of the press.

For the Local Teacher's Committee  
G. Bamberger



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GERMAN

Illinois Staats-Zeitung, Apr. 9, 1893.

GERMAN-AMERICAN WOMEN'S CLUB FOR THE PROMOTION OF EDUCATION.



Quite a number of German women assembled last Tuesday afternoon at the Orpheus Hall in the Schiller Building. Mrs. D. Boettcher opened the conference by explaining briefly the purpose of this gathering. According to the letter of invitation, a Mrs. H. C. Brainard, President of the World's Congress Auxiliary for Higher Education, has requested the German women of this city to represent Germany, through a capable woman, at the Congress of Education, which is to be held next July, in connection with the World's Fair. Miss Boettcher stated that the American women have done much for the World's Fair and that the Germans should make it a matter of pride and honor, not to take a secondary position in this matter....

At the conclusion of a brief talk by Miss Boettcher, the women elected Mrs. Dr. Bluthardt, president, Miss D. Boettcher, secretary, and Mrs. Ch. Wacker, treasurer....

After an eloquent address by Mrs. M. F. Crow, Mrs. M. Werkmeister proposed to invite Miss H. Lange to the Congress of Education, and to pay her traveling



Illinois Staats-Zeitung, Apr. 9, 1893.

expenses. The motion was accepted unanimously. Arrangements were made to take up contributions for this purpose and the secretary was requested to communicate with Miss Lange, and to convey the invitation to her.

Among the German women present, besides those already mentioned, were: Hedwig Voss, Von Ammon, L. Schaffner, H. Lieb, J. V. Kloeber, L. Glade, G. Kapp, L. Carqueville, A. Kirchhoff, M. Stern, C. Seeger, Loeb, Becker, Cyller, Miss Boldenweck, and others. After concluding this most important matter of the day, it was decided to make this temporary organization a permanent one. They agreed after a lengthy debate to call it The German-American Women's Club for the Promotion of Education. Details about the purpose and aim of this new club will be discussed at the next meeting, which will take place Thursday, April 13, at 3 P. M. in the Orpheus Hall, Schiller Building.

All the German women who have an interest in the problem of education are urgently requested to attend this meeting, and to also invite their friends to attend.

Chicago Tribune, Feb. 24, 1893.

A meeting of the Board of Education was held last night. A large delegation of German-American citizens, headed by Congressman-elect Goldzier, occupied one end. President McLaren announced that the question was whether or not the study of German shall be dropped at the end of the present year.

Mr. Halle presented Congressman-elect Goldzier, chairman of a committee representing the recent meeting of representatives of German-American societies. With but a few words of introduction Mr. Goldzier read a memorial which had among others the following pleas for retaining German in the public schools:

"The German-American citizens of Chicago, numbering over one-third of the population of this city, have learned with regret that a proposition is pending before your honorable body having for its object the abolition of the so-called special studies, namely - the study of the German language, physical culture, music, drawing and modeling, in our public schools. The proposition, in our humble opinion, is dangerous in the extreme, and inimical to the best interests of our public school system.

"We think that the time when a knowledge of the renowned three "R's" was considered a sufficient education has passed, and we believe that the

Chicago Tribune, Feb. 24, 1893.

children of this generation are entitled in the schools of the people to all such instruction necessary for their future careers, and to all such instruction as tends to make better men of them.

"We think that instruction in our public schools should be so ample as to dispense absolutely with the necessity of private schools. Economy which curtails the amount of instruction to which our children are entitled seems to us to be of the wrong kind, and we suggest that a prosperous city like ours should not be deterred by monetary consideration from giving to our youth its due in the matter of a proper education."

The delegation of German-American citizens present applauded Mr. Goldzier heartily. For three hours the members of the Board of Education wrestled vainly with the problem. At the end of that time they sent the whole subject of fads back to the committee on School Management, from whence it had come.

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Illinois Staats Zeitung, Jan. 11, 1893.

GOVERNOR ALTGELD ON THE QUESTION OF  
COMPULSORY SCHOOL ATTENDANCE.



The new leader of the State of Illinois takes the proper stand in regard to the school question. He demands not only the absolute cancellation of the Edwards statute, but insists upon the creation of a new compulsory school law which is devoid of the "Know-Nothing-ness" of the former, and he emphasizes, that the state cannot tolerate a condition, where children can be raised in ignorance and become addicted to criminality.

Governor Altgeld's desire for a new improved act is justified at this particular time, as amongst various members of the victorious party, one notes attempts to abolish the Edwards statute, without passing a new compulsory school law. Such a procedure, as we shall show, would not only be unjust but it is also very impractical and stupid. The Democratic state platform has exposed the deficiencies and slyness of the Edwards law in a most masterful manner and showed how it intended to create a new act but it omitted one phase, the demand for a new statute, after abolishing the old one.

Illinois Staats Zeitung, Jan. 11, 1893.



In his acceptance speech, at the time of his nomination and during his campaign, he laid particular stress upon compulsory school attendance without interference with the parental right to select schools, and he was opposed to anything which hampered private and parochial schools. This same attitude is also expressed in his official proclamation. The idea of compulsory school attendance is typically German, and the German-Americans in this country were heartily in favor of it.

How absolutely necessary it is to have a school attendance law with teeth in it, is readily shown by the problem of truancy, here in Chicago and the lax enforcement in Illinois. The Edwards law was more concerned with dominating the German parochial schools than with applying pressure to enforce a compulsory attendance.

The great majority of the voters who swept the Democratic platform into office would be disappointed and painfully offended if our state should be



Illinois Staats Zeitung, Jan. 11, 1893.



devoid of a powerful and just school law which would make attendance an uncompromising necessity. During the election year of 1892, and the dissension of 1890, most of the opponents of the Edwards law declared in emphatic terms, that the attendance clause in itself should and must be retained.

The German precursor Mr. Raab, that excellent scholar, expressed the same sentiments. That a mere revocation of the Edwards law without a replacement by a better statute is foolish, becomes evident to everyone after a little introspection. This school problem could be satisfactorily settled and would promote peace for many years, if an adequate law were to be drafted; all parties will consider it as a definite and above all, final solution of a question which has rocked our state, just as the Bennett law in Wisconsin needed revision and was superceded.

If the present Illinois legislature refrains from creating a new act, after eliminating the former, then the school question will flare up again.



Illinois Starts Zeitung, Jan. 11, 1893.



Then also, there is the probability that in the future some other governor and representatives will fashion a law which is not so beneficial to our private and parochial schools as the statute which our present law-makers may pass at this session.

But the stern admonition of Governor Altgeld will not fail to influence our legislature... and Illinois will have a school law in conformity with the Altgeld spirit.



ABENDPOST, November 14th, 1892.

### Gymnastics.

The Chicago Committee of the International Congress for Education, held a meeting, presided by the Gymnast Charles Bary. Dr. Reuter was elected a member of the Board and the financial committee was formed by Mr. Phillip Greiner and the ladies Parker and Leewens. The question about the chances of a publication, as a propaganda for the Congress, has been referred to this committee.

The recommendations of Prof. Suder and the gymnastic teacher Kindervater to send invitations abroad, have been accepted. The debates for the Congress are limited to education, recreative and medical gymnastics. The next meeting will take place Saturday afternoon at 4 o'clock.

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GERMAN



Illinois Staats - Zeitung May 14, 1892.

BASIC CAUSE OF THE SCHOOL AND PROHIBITION  
TYRANNY

Altgeld's public utterances during his present travels through the state of Illinois are very frank. But he also penetrates into the bases of these matters.

Altgeld thinks that spiteful school laws of the Edward type and the absurd and oppressive prohibition laws are the product of a so-called aristocratic arrogance which is entirely irreconcilable with a true republican form of government. People affected by this arrogance consider themselves as belonging to a better class, because they were born in this country, or because fortune smiled upon them. Therefore they are presumptuous enough to tell the people to raise their children according to a definite pattern, and are trying also to control the habits of people in regard to drink.

Both of these kinds of tyranny Altgeld wants abolished. He asserts that the state has no right to interfere with private or church schools, but at the same



Illinois Staats - Zeitung May 14, 1892.

time he recognizes the duty and right of the state to insist that parents give their children at least an elementary school education, without being restricted however in their choice of a school.

According to Altegeld's well-founded theory and personal viewpoint the state can only dictate to individuals in regard to habits of life including the use of alcoholic beverages when it becomes absolutely necessary to the maintenance of peace and public order.

Altgeld has not come to these conclusions since he became a candidate for governor but they were his own convictions. He stated them long ago, and are the result of his studies and meditations about these important public questions.

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Illinois Staats - Zeitung Jan. 29, 1892.

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### SILLY RAVING

Some months ago the English Press almost unanimously recommended the benefits of manual instruction for our youth, and demanded its introduction into all public schools. The Chicago Herald and the Chicago Evening Post indulged in these praises especially enthusiastically, and surpassed all other newspapers.

However, now that the Board of Education has appropriated a small amount for an experimental introduction of manual training in the public schools, the same press is howling fiercely against wasting the money of the taxpayers, on the introduction of a fad. Again it is the Herald and the Evening Post which are the loudest in their protest against something which they formerly recommended so highly.

It is indeed, permissible to change one's mind in regard to certain matters, and to renounce a thing which we have acclaimed previously, if this change is based upon bad results of a test which has been executed. But to change one's mind before a test is made, and to bitterly criticize officials, because they did what was urgently demanded of them, is indeed an absurdity. Perhaps the English press was of the opinion that manual training could be introduced and instructions



Illinois Staats - Zeitung Jan. 29, 1892.

given without any expense and if so, their raving should be directed against their own folly.

Manual training is recognized by all modern pedagogues as an excellent and indispensable means of education. It is worth a trial even if it should cost more than has been calculated.

Instruction in German in our public schools is also considered a fad by the English press, against which they are raving. Usually it continues until the budget consultations are completed and then nothing more is heard about it, and being accustomed to it, it is of no effect. However, it does not matter! If they and their readers derive pleasure from this, let them rave.



Abendpost, December 15, 1891.

A favorable opinion.

The Cook County Normal School visited by experts.

A number of well-known German-American pedagogues visited yesterday, upon request of the "School Reform Committee" of the North American Turner Fund, the Normal School of Cook County.- Among the visitors were: Messrs. Emil Dapprich, Director of the German-American Teachers Seminary in Milwaukee, John Tonsfeld, director of the well-known institution of the same name in St. Louis, Mrs. Clara Schmidt of Cincinnati, Mrs. Amalia Ende of the Ende's Girl Institute in Chicago, Messrs. Fritz Paulus, Fritz Karsten and Carl Bruck of Milwaukee and the Turner's William Waterstaat, Oscar Spath, Henry Steinbock, Carl Plum and Albert Sauer.

The Governor of the Institute Col. Parker, received the visitors in a most amiable manner, after which they went to the different schoolrooms, to see with their own eyes the methods of teaching employed. The Gentlemen were very much pleased, with what they saw and heard, and expressed their appreciation about the personnel as well as the Management. Having spent a few hours in a most pleasant way, the visitors took their leave. In the near future, the "Turn societies" will submit resolutions to the effect, that the German-American Turners are greatly interested not only in this Institution but also in the prosperity of school affairs in general.



Illinois Staats Zeitung, Sep. 18, 1891.

SCHOOL AND PARTY POLITICS.

WPA (ILL) PROJ. 30275

To combine educational problems with politics can only be justified in a case of emergency. Such a case existed for the Germans at the last state election in Illinois, therefore they supported unitedly one party against the other, because a very urgent educational problem was involved.

It is absurd, however, to arouse animosity against an educator under ordinary circumstances, because of his party affiliations. A revolting case of this kind happened several years ago when a predominantly Republican School Board fired one of the best men, because he was a Democrat.

Likewise did the Chicago Democrats recently fight against the election of Lane, one of the most efficient educators, because he is a Republican. But to the credit of the local Democrats it must be admitted that many of them desired his election.

The School Board has now elected him with an overwhelming majority as superintendent of the public schools in Chicago.

Illinois Staats - Zeitung Jun● 26, 1891.

WPA (ILL) PROJ. 30275

### OUR PUBLIC SCHOOLS.

The pride of the American is his free public school. He is proud of it, because it is extremely expensive. According to his viewpoint, everything which is expensive, must be good.

It is certain that the Americans spend more money for schools than does any European nation or community. It also must be admitted that the American public school system is very excellent insofar as it offers the same opportunity of education and preparation to all alike, to the child of the poorest working-man, as well as to the child of the millionaire. But what can be said in regard to the real purpose of the public school? Can it provide an education to suffice for life? As already mentioned, the opportunity is available, but the question is whether this opportunity is taken advantage of or not.

If we consider the number of pupils graduating from our grammar schools, the desired answer will be clear. Over 141,000 were recorded in our primary and grammar schools for a full course of eight years. At least 10% of these, or about 41,000, should have graduated from the higher grade of grammar schools, making ample allowance for sickness, death, and other causes, but there were only 4,284

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of them. According to these figures only 28 or 29 children out of every 100 receive the necessary education, which is considered absolutely essential for life. The other 72 or 73 of every 100 receive only a part of this equipment, and some of them, very little.

The school records of 1889-90 disclose the fact that during that period 17,926 children passed from the primary schools into the grammar schools; but we find only 15,789 in the second grade, 12,775 in the third and only 9,007 in the fourth which is less than half of the total enrolled. Therefore, it is clear that over 9,000 children left school before they received that knowledge and education, which is thought indispensable for a successful struggle in life. They have been forced into the struggle for bread because of necessity, or their parents desired it, or they disliked learning.

To make the portrayal of this situation more complete, it must be added that of the 4,284 pupils graduated from grammar schools, only 307 of them or 17 - 18 of every thousand who should have finished grammar school, showed a desire for higher or high school education.

We have tried before to analyze the reasons why so few children finish school. The custom of taking the child, particularly the boys, out of school and use

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him in business and elsewhere, as soon as he seems physically able, has become so prevalent, that quite frequently even unwilling parents submit to it. The average boy in this country thinks it is contemptuous to sit on the school bench after he is fourteen years old, but he finds nothing wrong if he failed to finish grammar and in many cases not even primary school.

Unquestionably, this lamentable habit or custom contributes its share to the delinquency of the large numbers of children who thus enter life with very defective equipment.

However, is the school entirely without flaws? Is it not true that the monotonous methods of instruction are also responsible for so many children leaving school so early and who prefer to intrust themselves to the more stern taskmaster, life itself?

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Die Abendpost, November 9th, 1890.

### School Instruction and Home-Lessons.

Our teachers, particularly the teachers of primary schools, are inclined to believe, that a child is the property of the School. This is an error. We have of course a law, which compels the child to go to School. As a rule, all parents are glad and willing to send the child to school for its own benefit and future. But the child belongs first and last to the family, which has the right to dispose of all free time, left for the child after leaving the school-house for home. No child should learn and study without the actual assistance of the teacher. Therefore, during the school hours the child should be completely under the guiding authority of the teacher. Home work should be avoided, as they will always interfere with the recreation and time of the child and the Home-Authority of the parents.



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Illinois Starts Zeitung, Nov. 1, 1890.

GERMAN PUNCHES WILL DRIVE THE INDIGENOUS HYPOCRITES ON NOVEMBER 4TH.

With what holy seriousness, with what perseverance and activity the German Lutherans have fought against the atrocious compulsory school law, the object of which is the abolition of the German language! That mass meeting at the Second Regiment Armory, yesterday, showed that the fight for the cancellation of Edward's creation proceeds in earnest. Although the Germans had listened to this question, time and again, at the local ward clubs, had met there for weeks almost daily, yet they came more than 5,000 strong, after having heard the question thrashed over and over by speakers and local candidates. This huge participation in the movement shows the enthusiasm of the German people for this fight, which is to protect their most valued possession, the German language. Not only the huge crowd and the zeal of the **leadership** of that capable school leader, **Heinrich Raab**, but above all, the long sustained applause which greeted the speaker's words, the jubilant acclaim and **exhilaration** with which the multitude expressed its hurrah's for Raab, proved how the people coincide with his opinion on the German private schools. Therefore we can truly say, that the first shot has been fired to destroy the wall, which the native hypocrites and German haters have fashioned out of lies and calumny in order to entrench themselves behind it.





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Illinois Staats Zeitung, Nov. 1, 1890.

The success of the meeting was far greater than its arrangers hoped for and all the malicious assertions of the English party press, that only a small, infinitesimal part of the ossified, dyed in the wool German immigrant element would appear in the fight against the compulsory school law, encountered disaster. Punctually at 8 o'clock the immense hall, festively decorated with the American flag and garlands, was crowded, even the standing room being filled in time by an enthusiastic assembly in which the younger generation was very much in evidence. The meeting opened with the national anthem, played by an orchestra located in the gallery, whereupon Mr. Diener gave a short prologue in which he declared, that the school question proved to be a greater magnet than the appearance of Tom Reed, who had spoken in the same hall recently. He introduced the first speaker of the evening, Francis A. Hoffman, Jr. His speech: "The English press accuses us of being opposed to the compulsory school law. I ask: Show me any one, in the upper strata or below, in urbane or bucolic districts, old or young, man or woman, who call themselves German, who does not favor a compulsory school law. Is there any race which has done as much for education, as we Germans? All those who are here, intending to achieve something, must go to the high schools of Germany in order to excel in medicine, juris-prudence, and the natural sciences. Abroad, in Germany, they find the basic sciences and the true ambition to acquire knowledge.



Illinois Staats Zeitung, Nov. 1, 1890.

The family I came from was poor. , I know whereof I speak when I take up the school question. All the Germans in the Addison Colony were poor at that time; yet they starved in order to save enough to hire a pastor and a school teacher. The prosperous inhabitants of that district were all Americans; yet they had no school! But the poor Germans, mostly servants and servant girls, submitted to sacrifices and so obtained the necessary funds to found a small German school and church. Every man wore his coat another year, every woman economized in the household to secure a German Church, a German school and this method prevailed throughout the county and the entire nation. **What** are our intentions in this movement? We want our opponents to desist, **to let us live** in peace. We have not started this fight. The history of the past and present proclaims, that the German-Americans can **assert** their rights, that no enemy can subdue them when they awaken and comprehend the far flung importance of this great cause.

What crime have the German people of American committed, that they are treated with such contempt by the English press? In the statistics of the crime list, in government, state and city administration, the Germans show an almost disappearing percentage ratio. The German is a good citizen, who provides for himself honestly, lives peacefully, and works in the sweat of his brow. But if he fights, then he uses the cudgel in true German style!



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Illinois Staats Zeitung, Nov. 1, 1890.

Thank God, the time has not yet come. when the German language must bow to the storm, and November 4th will show if we are the sons of Hermann, the Cheruscan!! Evidently his speech reached the heart of his listeners, since every emphatic utterance brought enthusiastic applause and at its close, a tumultuous roar from thousands.

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GERMAN

Chicago Tribune, Oct. 24, 1890.

GERMAN CLUBS IN SIXTH DISTRICT  
NOMINATE WILLIAM S CHLAKE.

Several independent clubs have nominated as their legislator in the Sixth District, proprietor of a brickyard in Lakeview. He is a middle aged man, born in this country, of German parents, and up to the present time has had no connection with party politics.

He was nominated at a joint meeting of the independent clubs, and has accepted the nomination. His platform is opposition to the present form of the Compulsory Education law. The clubs sent the "pledge" gotten up by the German Lutheran Committee to the regular candidates in the Sixth District, and receiving no reply that was satisfactory to them made their own nomination.

It is claimed by one of the most active German Lutherans who are in the present fight against the school law that Mr. Schlake as well as Mr. Wagner, who is running in the Seventh District, will if elected vote with the Democrats in the legislature on party questions. The same man says that the Lutherans expect to have six members devoted to their ideas in the

MPA (ILL.) PROJ. 30275

Chicago Tribune, Oct. 24, 1890.

legislature from Cook County. As to the county ticket he considers the chances of the Republicans good. He believes that nine-tenths of the German Lutherans and Catholics will vote either for the Democrats or for the independent candidates for the legislature and for Raab for state superintendent of schools, but otherwise, being naturally Republicans will vote their county ticket. Many Lutherans are opposed to the policy adopted by their committee.

It was erroneously stated in an interview in yesterday's Tribune that the German Lutherans were fighting compulsory education. The situation, as repeatedly explained, is that, in the first place, only a portion of them is engaged in the present fight, and, secondly, that they do not mean to oppose compulsory education but only certain features of the present law.

It should be remembered by them, however, that while they do not mean to oppose compulsory education, while their declaration of principles strongly indorses compuslory education, and tradition and descent naturally disposes them to be friendly to such a measure, the unfortunate wording of the pledge which their committee asks the candidates to sign commits them to a course opposing compulsory education, and not only places them in a false light, but causes candidates to withhold their signatures who are really in favor

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Chicago Tribune, Oct. 24, 1890.

of their position.

It cannot be repeated too often that this pledge has created nothing but confusion. A sentiment is growing among the German Lutherans that the committee made a mistake and ought to recall a pledge that is so unfortunately worded and return to the lines on which the fight was commenced. One of the committee said yesterday: "We are too deep in it now. We must fight it out. We cannot retreat."

But they decline to send out a circular explaining their "pledge" in that sense and setting the matter in its proper light before their voters.

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Die Abendpost, April 21, 1890

GERMAN DEMOCRATIC RALLY

The compulsory school attendance question and the attitude of the Democrats towards the same will be discussed to-night at Jung's Hall, 106 East Randolph Street, by attending German Democrats.

It promises to be an interesting evening. Since it is advocated to ascertain some of the Democratic sentiments and vote accordingly. Among the selected speakers will be Mr. Louis Kettlehorst, Francis Hoffman, General Lieb and others.

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Die Abendpost, Jan. 15, 1890.

## FREE SCHOOLBOOKS

(Editorial)

That the supplying of schoolbooks by the state is to be regarded as a Socialistic measure cannot be denied. So if a Democratic Governor, like Campbell of Ohio gives his official approval on this innovation, then it adds new proof, that the American Democracy is as little addicted to unlimited individualism as the Manchester School in England. The essential reasons Campbell gives, in justification of his claims are hereby appended. The state builds schoolhouses, supplies instructors, supervises details pertaining to education--excepting the supply of books. Does any sensible reason exist, to deter the state from accepting this obligation? New experiences in the state of Indiana demonstrate that books of similar standard as ours, are obtained in this state at a saving of 35 -50%. Other states have enjoyed equal results. It appears to be a definite fact that books supplied directly by the state, or by contract sanctioned by it--are more reasonable. (Comment by Editor) Very true, yet individualism's replys



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Die Abendpost, Jan. 15, 1890.

will be: It is not the state's duty to conduct a publishing concern thus infering that clothing, shoes, meals are also to be included. These are exaggerations, Society knows how Socialism may be practiced and within what bounds, etc.



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Chicagoer Arbeiter Zeitung, July 9, 1888.

GERMAN

MORE SCHOOLROOMS NEEDED

The lack of adequate schoolrooms has never been so great in Chicago as last Monday, the first schoolday after vacation.



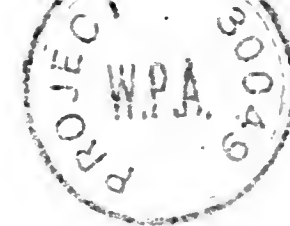
There are about 10,000 pupils in the schools, according to statistics, for whom there is no provision made. The city school board has no desire to look after their whereabouts as there is not enough room for those who are attending now.

It is indeed a shame for the city and especially for the school board that they will not find any way out of this mess. Of course, we understand that the members of the school board, being capitalists, are not interested in providing education for the children of proletarians, even when seasoned with patriotism. For the last years the board has taken great care to give out contracts only where they proved to be most advantageous to its members.

Occasionally there were exorbitant sums of money spent for the erection of palatial buildings, like the one on 32nd and Forrest Streets, but there never was any money left for the simplest school buildings in laborers districts.

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Illinois Staats Zeitung, Sept. 29, 1887.

### THE PUBLIC SCHOOLS.

The Turn community opened its winter season, last night, at the north side Turner Hall. As the program promised to be one of interest to teachers, the audience was composed largely of teachers. Turner Max Stern acting as chairman introduced Charles Bary as first speaker. Mr. Bary is well known for the excellent services he has rendered us on the normal school question, and the retention of its director, Mr. Parker. Mr. Bary, American born, chose for his subject "Our public schools" using splendid German. After a short historic sketch about the development of the American public educational system, and a humorous remark about the now abolished system of memorizing, he devoted his speech to comparisons between the public school system of America and that of Germany. Of course the comparison showed that the German system is much more effective and Mr. Bary closed his address with the recommendation to cultivate the German educational system. This was followed by a play, "A scene in a Berlin police court" played by four members of the dramatic school. The next number on the program consisted of a debate concerning the question: "Would education be benefited by exclusive employment of male teachers in public schools?".

Illinois Staats Zeitung, Sept. 19, 1887.

The chairman's invitation for a general participation in the debate did not find any response, therefore, Mr. Perry was approached again with the request to give his opinion on this subject. He paid tribute to women's kind and beneficial influence upon the heart and soul of the child, therefore, prefers a female teacher for the elementary school and male teachers for the more advanced pupils, and he also endorsed Frobel's educational system.

Turner Heinrich Suder contended, that the disrespect shown to our women teachers is the result of the home atmosphere of the pupil, and caused an outburst of applause when he praised the well-mannered boy who, when meeting him would salute him properly and simultaneously remove his hat; but what disrespect was shown by a boy just saying "Hallo Suder". It was a very animated evening.

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Illinois Staats Zeitung, July 9, 1887.

### SCHOOL WORK EXHIBITION

A highly interesting exhibition of school work at the "Fair" building amazes the friends of our educational system. In this exhibition are included all kinds of school work, the product of school education from different parts of the country under the auspices of the "National Educational Association". The Illinois exhibition is of course the largest one, representing sixteen counties and many local schools. All the states, with hardly any exception, are represented by some form of their educational school system. Five schools of skilled trades are represented. They are Chicago, Terre Haute, Omaha, Toledo and Colorado Springs. This section of the exhibit is under the direction of W. N. Beifield, Superintendent of the school of skilled trades in Chicago. This section includes also the mechanical work from the university schools of Illinois and of the Polytechnical Institute of Terre Haute, Indiana of which Mr. Beifield is an instructor. Although this section of the exhibit is most interesting, the exhibit of the Kindergarten work under the direction of that brilliant German pedagogue, W. N. Hailmann of Lacrosse, Indiana is no less interesting. It fills one with pride and admiration realizing that Frohbel's teaching fell on such good soil as this our country, with the result of bearing beautiful fruit. The Cook County Normal school exhibit under the personal direction of its manager, Mr.



Illinois Staats Zeitung, July 9, 1887.

Parker, gives us a clear inside story of the excellent teaching method of this schoolmaster who is one of great worth. This exhibition contains the work from the kindergarten through high school. In the art department are also exhibits from different county schools, among which we find many drawings, pencil sketches, etc., and even oil paintings. In these rooms are also represented the Chicago Art Institute, St. Mary's school of Dayton, Ohio, the Institute for the Blind in Wisconsin; this one being known, especially for the hand work of its occupants. Our neighbor city, Lake View, is also represented by a lovely exhibition.



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Chicagoer Arbeiter Zeitung, February 26, 1883.



## PUBLIC AND DENOMINATIONAL SCHOOLS.

It is regrettable that the many denominational schools of Chicago have such a large attendance of pupils, which is the consequence of a poor Public school system. The blame for this falls on the corrupt citizens themselves who are indifferent to public welfare.

The wealthy class, sends their children to public schools and for their high school education they send them to institutions, maintained by public funds. Those public schools are built for this purpose only although we won't go so far as to say that they afford all the latest comforts of modern buildings, but it is certain that they are superior in every respect to the denominational schools which spring up almost over night. In poorer neighborhoods, generally populated by large families, schools are very scarce. It is also a fact that our city executives are not willing to grant money for the use in poorer districts. The same question is handled differently when it concerns the wealthy class. All this is the underlying cause for so many denominational schools. Public corruption is a welcome thing to the clerics of different religious denominations. They erect schools and teach youth intolerance toward other religions. The responsibility for all this lies with our city

Chicagoer Arbeiter Zeitung, February 26, 1883.



executives. If there would not be so much corruption, taxes would be paid according to the wealth of the individual and, the city would dispose over sufficient funds to build institutions which are so much needed. Corruption suffers, that 20 to 25,000 Chicago's children are in daily danger of losing their lives in schools, which are nothing but fire traps and public conscience has still not been aroused!

So many lives are in danger because of the corruption of the city administration, the wealthy class of citizens and the clergy.

The yesterday's Fackel named the Catholic schools which are fire traps. The parents have warning to act and to avoid a disaster such as that of New York.

CHICAGOER ARBEITER ZEITUNG, Match 3rd, 1882!

## CHICAGO'S SHAME

### Editorial

We certainly have no intention to obscure the splendid condition of Chicago. Chicago, we feel sure, will expand and become in a short time the largest city in the United States. But of this, Chicagoans should not be proud. Even if this gigantic progress comes to pass and Chicago outsoars all other cities, the public administration of Chicago and the political attitude of its citizens will be quite innocent of it.

Chicago's great development has other causes than the present administration with its miserly saving policy and its corrupt majority in the city council... But the darkest point in the picture of Chicago, the vilest blemish on its escutcheon is the neglect of 25,000 to 30,000 children of school age. This big a city, whose administration cannot boast enough of its growing prosperity and high standard of public order is the cause of the neglect and ruin of over 25,000 of school age, because it is not building enough school houses and not employing enough teachers, because our wealthy and opulent citizens won't provide sufficient funds for schooling.



Illinois Staats-Zeitung, Sept. 9, 1881.

THE SCHOOL BOARD  
Instruction in Drawing

The School Board at its regular semi-monthly session yesterday was present in full numbers with the exception of Stiles, who is still in Europe..... The committee on instruction recommended the addition of more teachers for classes in German, and the following were appointed: Charlotte A. Laub, Emma Brauschenbusch, Rosa Widmer, and Amelia Schnell.

The committee on drawing succeeded in getting its long report adopted. It contained a recommendation to continue the use of Smith's Method of Instruction in Drawing in all schools, including high schools, but provided that in exceptional cases other models may be used for copying with the consent of the principal. The report was really only a eulogy of the Walter Smith system. However, much of the effectiveness of all this laudable comment was lost, since the committee admitted that it was not well versed in the

Illinois Staats-Zeitung, Sept. 9, 1881.

matter and relied entirely on the declarations of the publisher. But Inspector Kraus's motion was carried that the defects of Smith's method should be corrected at the teachers' discretion.

After finishing the routine work, and ordering payment of bills the board adjourned.

Illinois Staats-Zeitung, Aug. 12, 1881.

THE SCHOOL BOARD  
Dissension about Lessons in Drawing

The school board was in session yesterday.

(Summary)

Monthly report and financial matters.

(Translation Continued)

Kraus called the board's attention to last month's meeting (July), [saying] that a resolution had then been adopted advising the superintendent of schools to employ Smith's system of teaching drawing in the high schools although at a previous meeting a resolution had been adopted advocating the discontinuance of the method. Burroughs said that the committee on drawing and music had recommended Walter Smith's course, but that nevertheless Mr. Hanstein had refused to adopt

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Illinois Staats-Zeitung, Aug. 12, 1881.

it; not only that, but he also attempted to discharge Mrs. Dimmock, principal of the drawing and music classes of the public schools, in order to introduce his own method.

A motion was then carried to eliminate Smith's method, the members voting as follows: for the motion, Brenan, Dunne, Maas, Niehoff, Healy, Kraus, Floto, and Delaney; opposed, Hoyne, Curran, Burroughs, and Bridge.

Hoyne made a motion to reconsider Smith's method and to table the matter for a month. Maas made an amendment to the effect that the committee on music and drawing should report at the next session the merits of Smith's method in comparison with others. The motion was carried, and the meeting was adjourned.



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Illinois Staats-Zeitung, Mar. 12, 1881.

### THE SCHOOL SCANDAL

The American people speak with the same arrogance of their "national education" as the Prussians do of their "glorious army." Unless thoroughly convinced to the contrary, the average American resents any criticism on that subject. So it happened recently that the very intellectual Mr. Richard Grant White was not considered to possess his full mental faculty when he indicated that the sort of education included in the public school's curriculum is by far less desirable than no education at all. Although for the last thirty years-long before White-German educators have said much against the miserable educational system of this country, the average American, though understanding the criticism, remained apathetic.

What does a "foreigner" know about the intellectual needs and the ability of study of a "free and enlightened nation." Advice from this source is not considered competent to the average American. Nevertheless, some progress has been made in the fight to eliminate subjects of no consequence and the



Illinois Staats-Zeitung, Mar. 12, 1881.

adoption of more essential studies. The progress, if any, is due to the efforts of Mr. Adams, (grandson of the President) who, in Quincy, his place of residence was instrumental in introducing the German system of teaching, because there is no doubt that it's influence is felt in the cultivation of of the mind, the powers of thinking and in the development of competent judgment. The result was so striking that it could not go unnoticed, and considering it an entirely new method, call it the "Quincy system." This is, however, a misrepresentation of real facts, because the originator of that method was Pestalozzi, and it is, therefore, unquestionably German. But if the belief that the system is a national invention renders it more acceptable to the American people, self deception can be tolerated indeed.

Mr. James H. Slade, a noted pedagogue recently spoke at a teachers' meeting held in New York. On this occasion he criticized our school system much more severely than Mr. White ever did. He declared the majority of the Board of Education members is absolutely incompetent. They have no idea of a school's responsibility or the importance of a teacher's proficiency



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and therefore render educational institutions a playground for affected ignorance and gross incompetence.

The average citizen contends however, that he is well qualified to make his own decision in the election of members to the School Board as well as other officials of the city and state.

There lies the danger. A great majority of our young men of voting age (within certain limits) are fully convinced not only of being the personification of excellent virtues, but also of their wisdom. The general idea that one individual is as good as the other has been carried to extremes. Thus it becomes plausible that in the eyes of those citizens void of the faculty of discrimination, nothing should interfere with the appointment of a baker, a boiler maker or a tavern keeper to the high calling of a Board of Education member. Therefore, we say go to the polls and do your duty in accordance with your convictions. What the result of such a broad minded election of School Board members would be is clearly demonstrated



Illinois Staats-Zeitung, Mar. 12, 1881.

by the city of Cincinnati. The Board of Education of that city is the most ignorant and incapable body of men installed into that office by the public votes.

Much time will elapse before the American people become aware of the value of Mr. Slade's truthful words, namely; that teaching is a scholarly attainment requiring of the individual an exceedingly thorough educational background. Teaching has been so far the field in which women predominated, and for the vocation of which any young female able to read and write could qualify. And why not? All that is demanded of a teacher is that she be able to read the questions and answers contained in the text book. The other requirement is that she hear the pupils' lessons, although she may be far from understanding them. The mode of teaching by our young school-ma'm's is equal to that of the retired under-officer or village shepherd of a hundred years ago, who taught the village youngsters the A B C 's.....

How long before there is a change from this deplorable educational system



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into one of which the nation could justly be proud? We prefer to refrain from a prophecy of that nature; one thing is certain however, namely; that we will not be here to witness this much desired change.



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Illinois Staats-Zeitung, Dec. 24, 1879.

## A NICE PRESENT

(Editorial)

The school board gave a nice Christmas gift to Chicago's German-speaking population, an unexpected contribution to the festivities; nothing less than the prospect of abolishing German instruction in our public schools.

It was a most clandestine attack. No advance information leaked out, nothing was said in the press. Current business at the time consisted of estimating expenditures for the school year. Suddenly, like a bolt out of a clear sky, Stone made a motion limiting appropriations for the special branches (German, music, drawing) to only six months, up to July 1, 1880, instead of providing funds for the entire year. The object of the motion was readily understood by the German board members, and they did not fail to expose the trick. Yet, Stone deliberately declared that the motion was quite harmless, and that, after July 1, sufficient money would be available from other funds to continue

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Illinois Staats-Zeitung, Dec. 24, 1879.

paying the special teachers. In making that statement, he was fully aware that money appropriated for definite purposes would never be allocated for other uses--the board members, the majority of them, would never vote for such a change. His excuse was only an attempt to hoodwink the Germans. He never has denied his dislike of German language instruction; but that he would stoop to such underhanded methods, he never gave an inkling before.

To whom, besides Stone, are we indebted for this most unwelcome Christmas gift? The obvious answer is: To Carter H. Harrison, "the best mayor Chicago ever had," the man who, regardless of the warnings of the Illinois Staats-Zeitung, received a large vote of German simpletons who believed him. /Translator's note - The remark, "the best mayor Chicago ever had," was Harrison's campaign slogan. He said he wanted to be remembered by the people in that manner./ It was Harrison who appointed a majority of anti-Germans to the school board. Of the five Democrats, no less than four (Delaney, Curran, Stiles, and Stensland) were opposed to German instruction.

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Illinois Staats-Zeitung, Dec. 24, 1879.

The following members voted for Stone's motion:

Stone (Republican, publisher of the News, a busybody and what not),

Keith (Republican, "dry" and inimical to Germans),

Delaney (Democrat, Harrison's man),

Curran (Democrat, Harrison's man),

Stiles (Democrat, Harrison's man),

English (Democrat), and

Frake (Republican, twin brother to Keith, as far as their attitudes are concerned). Altogether, 4 Democrats and 3 Republicans.

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The following gentlemen were opposed to the motion, hence favored continuation of German instruction in the public schools: Bartlett, Hoyne, Frankenthal, Vocke, and Armstrong, all Republicans.

Absent: 3 Democrats, Stensland, Brennan, and Richberg. Of these, the first two would have voted for Stone's motion, Richberg would have been opposed.

If every member had been present at the session, then the vote would have been as follows: 6 Democrats and 3 Republicans opposed to German instruction; 5 Republicans and 1 German in favor of German. Only one Democrat among seven would have favored German, and this lone individual was a German.

Of the above-enumerated gentlemen two deserve particular condemnation: The Republican, Keith, and Harrison's man, Delaney, because they broke their promises. Both gave assurance, when interviewed by a reporter of the Illinois Staats-Zeitung last spring, that they would not oppose German instruction. Keith made the declaration when the question of continuing German

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instruction arose in the spring, and Delaney made a similar statement at the time his nomination to the city council was ratified. If both had not deliberately disregarded their pledge, then Stone's motion would have been defeated.

The situation could be changed only by calling a special session and at least two Democrats would have to be found who would change their mind. That Stone, Keith, or Frake might reverse their decision is not to be expected. But even if Brennan or English would vote differently, then little would be accomplished thereby, because the "best mayor" might repeat in July what he did last year--nominate four anti-Germans to the city council. And why shouldn't the mayor do that? He has proved conclusively since attaining office, that he cares little for the Germans, because they did not suit his Irish horde. His employment register might well bear the inscription, "No Dutch need apply!" [Translator's note: The words "No Dutch need apply" appears in English in the original text. We must remember that, at that time, a German was called "a Dutchman" and no distinction was made between Dutch and Germans.] The Swiss might get a little chunk now and then, provided they do

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not consider themselves Germans.

In connection therewith, it should be mentioned that the anti-German faction of the school board received very effective help from a Swiss gentleman. A few days ago Mr. Lieb declared, in a speech, that German instruction in our public schools was a mere humbug, prompted by political expediency. That comment proved most welcome to our anti-German school board members, and one of them referred with great satisfaction to the declaration of a distinguished German, tending thereby to justify the school boards' action. In this instance, the Swiss gentleman was promptly regarded as a German. Vocke then replied tartly, "Lieb is not a distinguished German, he is extinguished!" Of course, this remark did not silence the anti-German element; as a helper in the fight against the Germans, Lieb was considered good enough.

German language instruction in the public schools of Chicago was introduced by the Republican party and, regardless of occasional attacks from various sources, the Republicans have retained the study in our schools. Now that

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the city is under a strong Democratic rule, we have a school board of anti-German sentiments, thanks to Mayor Harrison, who appointed the members. This sordid experience should suffice in showing our easygoing Germans what they may expect from the Democrats.

The next step would be to make an election issue of it, and at every municipal election the candidates should be asked how they regard the question of German instruction, what they intend to do for its continuance; if evasive answers are given, or there is doubt about the integrity of the office seekers, such as Keith and Delaney, they should be defeated.

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GERMAN

Der Westen (Sunday Edition of Illinois Staats-Zeitung),  
Dec. 21, 1879.

### PROTEST MEETING

#### School Board Sharply Criticized

A meeting was held at 604 North Wells Street yesterday evening, and a large crowd was present. Colonel Schaffner was chairman. The committee which was appointed at the previous meeting to investigate the North Wells Street school submitted the report published in yesterday's edition of the Illinois Staats-Zeitung. The report was accepted after some details were explained.

Miss Babcock, principal of the school, sent a report. She said that all the excitement and gossip about the school's unsanitary condition had originated from one person only, whose motives were by no means honest. The school rooms were not dirty. The assertion that fifteen wagonloads of dirt and filth had been removed from the school building was a falsehood. The statement that twenty-three pupils of the school had died of scarlet fever was

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Der Westen (Sunday Edition of Illinois Staats-Zeitung),  
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not based on truth. Only six cases of scarlet fever had occurred in the neighborhood of the school, and none of the children living in the vicinity was stricken by the disease.

Mr. Brooke, secretary of the company which owns the building rented to the city for school purposes, ordered the cleaning of the basement on the strength of the agitation in the newspapers and by civic bodies. When the workmen came to the basement, they found no dirt, so they went to the coal bins and cleaned them. The material they carted away looked very bad, particularly so because it had rained that day. But the stuff was of an absolutely harmless nature.

As mentioned, one person only had started the scandal. Since September 1, 1879, only three children had died of scarlet fever, and there were 450 pupils. Cases of sickness [scarlet fever] were reported in twenty-one

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instances. The department of **education** was extremely careful. If a pupil was sick, none of his brothers or sisters was permitted to attend school until the board of health issued a certificate.

The board of **health made** an investigation and found the school in proper condition. The official who looked into the matter must certainly have felt that his report was reliable, since he sent his own children to the school. Of course, the school might have been situated in a better locality, but, nevertheless, there are schools in worse locations. The school board was not at fault, and had done everything within its power. However, it is to be hoped that the movement started by the citizens of the North Side will result in the building of a new school.

School board member Delaney read Miss Babcock's report. A lively debate ensued; in fact, the session was turbulent at times. Mr. Wagner, Alderman

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Wetterer, and others spoke. Some factions asserted that the report of the investigating committee was an attempt to whitewash the school board.

General Lieb made a motion that a committee of three be nominated to draft resolutions expressing the views of the assembly (residents of the 14th and 15th wards). Several suggestions were made and Delaney came to the defense of the school board. He said that not enough money was available to build a new schoolhouse, else it would have been done long ago. General Lieb remarked that it appeared ridiculous to him that not enough money was in the treasury for new school buildings; besides, the taxes for 1879 will be available soon, and the board of education usually expects a generous slice.

School board member Frake explained that the board of education was in arrears, and that considerable money from tax collections for the year 1873

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and 1874 has not been paid. The comptroller objected to paying these claims, and was backed up in his refusal by the mayor and the press. General Lieb then showed, by quoting figures from the comptroller's account, that a large surplus from former years was still available in the school fund, and asked why this money was not used to build a new school. Mr. Frake replied that these extra funds were not available, because the money was set aside to pay various contractors as soon as they finish their work. There was no alternative. "If our citizens have complaints to make, they must appeal directly to the mayor and the city council, and urge them to build a new school."

Paul Grottkau [labor leader] spoke next. He said that General Lieb had brought out many good points, but had failed to get to the bottom of conditions, the all-pervading corruption. The report of the investigating committee "was'nt so hot!" The school board was partly at fault; however, the City Council was mostly to blame. It was about time that the mothers

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avenge their children who had died in the epidemic, and horsewhip those responsible for it.

Colonel Schaffner, Alderman Wetterer, Alderman Meier of the 16th ward, and a number of citizens then expressed their views about the school question until about half past eleven. Due to the lateness of the hour, General Lieb withdrew his motion to appoint a committee of three and, instead, offered a resolution which he wanted to have incorporated in the report of the investigating committee.

In this resolution, the school board was severely criticized by the citizens of the 15th and 16th wards, and the board was urged to make drastic changes, in conformance to the findings of the investigating committee and to build a new school as soon as possible.

Alderman Wetterer made a motion to exclude the resolution, but his proposal

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aroused objections. He then asked to delete the part which accused the school board, and this, also, met with defeat.

General Lieb's motion (the adoption of his resolution and the report of the investigating committee) was accepted.

Adjournment followed.

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Illinois Staats-Zeitung, June 28, 1879.

THE SCHOOL BOARD

The school board held a special meeting yesterday evening, at seven o'clock, to consider unfinished business for the month of June. Mr. Wells was chairman; Hoyne, Jacobs, Armstrong, Bartlett, Frankenthal, Frake, Keith, Arnold, Brennan, Vocke, and Pruessing were present.

Business matters were considered immediately. Hoyne made a motion that the salaries of the teachers in the special branches be approved in accordance with the recommendations of the committee. This applies to German language instructors who are to receive a salary of \$1350, for drawing instructors, \$1350, and for music teachers \$1200. The motion was carried; Jacobs was the only member who objected. Without delay, Orlando Blockmann was unanimously appointed music teacher for the next year; Mrs. E. F. Dimock, as drawing teacher, and Dr. G. A. Zimmermann, as German language instructor.

Illinois Staats-Leitung, May 30, 1879.

SESSION OF THE SCHOOL BOARD

The regular fortnightly session of the school board was held yesterday; Mr. Wells presided. The president, as well as Messrs. Hoyne, English, Arnold, Jacobs, Pruessing, Stone, Leith, Brean, Frankenthal, and Frake attended the meeting. The committee on medals was requested to procure the prizes which are to be given at the completion of each term.

Upon Arnold's motion, L. D. Vail was appointed as a teacher at the high school of the West Side, and his salary was fixed at fifteen hundred dollars, retroactive to the time when he held the position temporarily. The committee on high schools was authorized to order the necessary diplomas.

Property purchases....were considered, as were purchases of coal and wood for fuel....

The salary of Miss Degeler, who teaches German at the Ogden school, was



Illinois Staats-Leitung, May 30, 1879.

raised from \$450 to \$550.

Music, German, and Drawing

Mr. Wells read the majority report of the committee on German, music and drawing. According to the report, the committee made an extensive investigation on the subjects, and recommended the adoption of the following resolutions:

- 1.) That the present methods used in teaching German are not entirely satisfactory.
- 2.) That German instruction shall be continued, but that changes should be made to obtain better results.
- 3.) Considering present circumstances, German should not be taught in the

Illinois Staats-Zeitung, May 30, 1879.

elementary classes.

- 4.) German should be taught in the fifth grade, and continued in the following classes. German should always be taught from the beginning of a semester, except in such cases where the student is far enough advanced to continue readily.
- 5.) Music and drawing should also be continued.
- 6.) In the elementary schools music shall not be taught technically, as that is too difficult, but it should be taught in a practical way only.
- 7.) Whenever the number of pupils who study one or all of the three branches in a class, drops below twenty, instruction shall be discontinued.
- 8.) But students of various classes may combine to form a class of more

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Illinois Staats-Leitung, May 30, 1879.

than twenty students in order to study the aforesaid branches, provided that the regular **curriculum** is not interrupted thereby.

Fruessing submitted a minority report in which he advocated expansion of the three subjects, instead of their curtailment. The most important feature connected with that would be a better trained teaching personnel; which would provide better and more experienced teachers. The present methods, whereby the young instructors are really not much more than students, must be dispensed with.

In regard to music and drawing, the teachers should be examined before they are accepted.

As far as German lessons were concerned, the most eminent scholars in the country agreed on but a single, correct method: Children of German parents

Illinois Staats-Leitung, May 30, 1879.

should be taught German in the first grade and children of English-American descent should begin German in the third grade. As soon as a class of forty children had been found to take lessons, a teacher who **knows both** languages should conduct the class, so that all unnecessary expense would be avoided.

Stone and English asked for a postponement of any decision, as they also desired to submit another minority report.

Both remarked that if the three branches were to be continued, they would have to be taught more thoroughly....

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Die Fackel, (Chicagoer Arbeiter Zeitung,) May 18, 1879.

WARD 13

The citizens of the 13th ward are urged to attend the meeting which will take place Monday at 8 PM. at which the question of a school-house will be brought up.

This meeting should be of a special interest to the German people, so that through their influence the cause would be aided.

This new school, under question as yet, would be open to every citizen, therefore we urge you to be present at the meeting.



Chicagoer Arbeiter Zeitung, May 1, 1879.

(ADVERTISEMENT)

The German-English school on the South West Side, 35 Waller Street, between West 12th and 14th Streets, next to the "Arbeiterhalle."

The different subjects to be taught are in the hands of well trained seminary teachers. Following is the list of subjects: Reading, writing, arithmetic, orthography, grammar, composition, correspondence, reciting geography, natural history, The World's history, bookkeeping, drawing, molding, geometry, singing, astronomy and health lessons, etc.

The school opens Monday May 5th at 9 A. M. The brick building in which the school is located is spacious and every room receives plenty of day-light.

The large number of registered students are kindly requested to attend the opening of the school. Registration of students takes place at any time.

There is no vacation. Reasonable monthly fee to be paid in advance. The newly introduced elementary books as well as writing materials are to be obtained at the school house.

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CHICAGO ARBEITER ZEITUNG, May 1, 1897.

For more information see the program. Branch school in Cottage Grove Ave.

Respectfully,

M. Henninger, director  
Teacher of the German Language  
Proprietor of the School.

Prof. F. G. Surbridge,

Teacher of English.



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Illinois Staats-Zeitung, Sept. 30, 1875.

RELIGIOUS INSTRUCTION IN PUBLIC SCHOOLS ORDERED STOPPED

(Editorial)



At the session of the Board of Education last Tuesday, a resolution was adopted--without fuss or appeal to prejudice--which nips in the bud all complaints about religious instruction in public schools. Without debate and without a dissenting voice, the resolution forbidding the use of the Bible as a textbook, and prohibiting all religious practices in the public schools, was adopted.

The Board of Education acted correctly and intelligently. As long as Jews and heathens, as well as various kinds of Christians, contribute taxes for the maintenance of schools, they evidently will be cheated if only a specific religion is kept on tap. After all, parents pay school taxes under the assumption that nothing is taught to their children which is likely to cause religious dissension at home.



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Children should learn reading, writing, arithmetic, geography, history, and so forth; they should be kept immune from the hairsplitting dogmas and the brooding incidental to some of the beliefs fostered by religious societies, and the students should be spared the problems of the "marriage relationship of the Divinity" [Verschwaegerung Der Gotthert: Probably refers to His relationship with the Virgin Mary], "the original sin," "salvation," "predestination," "resurrection of the flesh," etc. For all these theories the Bible supplies the raw material; therefore the Bible does not belong in the public schools--that book has its place in parochial institutions and during confirmation instruction.

Only after the public school has disproven the reproach that it is subservient to a particular creed can it defend itself with a clear conscience and with dispassionate definiteness against clerical attacks. Such attacks have not yet been made in Chicago; that is why the Board's action is especially commendable--it acted in the right spirit, independent of compulsory measures.

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Illinois Staats-Zeitung, Sept. 30, 1875.

We may expect that a few Protestant clergymen will criticize the Board of Education from the pulpit next Sunday; but that is immaterial.

The press of both political parties believes in eliminating religion from the public schools and in that, as well as other cases, the written word will be mightier than the spoken, or--as the "Berliners" say--"the brazen mouth!"



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Illinois Staats-Zeitung, June 22, 1875.

### THE SPECTER OF CATHOLICISM

The fear of Catholicism expressed by the Westliche Post, now affects even the Anzeiger of Cleveland. A few days ago the latter paper wrote the following nonsense:

"The City of Chicago has a Democratic administration and the Board of Education has many Catholic members. These members of the Board of Education made a motion that none of the present schoolbooks published by Harper's Publishing House of New York be used any longer in the schools of Chicago..... The motion was a matter of spite, because Harper's Weekly has for some time objected to the rule of Catholicism in this country and particularly to the Catholic hierarchy's attacks on the free school system.

"If we have reached the point where Catholic priests may ban the books of a publisher because he defended our national constitution, it is time for the public to interfere.....



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Illinois Staats-Zeitung, June 22, 1875.

"The Pope must realize that the time is not yet ripe for America's conversion to Catholicism and that the expectations which he expressed....to students of Catholic colleges, lack a firm foundation. At that time, the Pope declared that America could soon be converted to the Catholic faith.....

"There is still a people living in the United States which will defend its free institutions against onslaughts of a priestly caste which seeks to rule by keeping the masses in ignorance."

Although we knew that this accusation was not based on fact, we considered it advisable to send a reporter [of the Illinois Staats-Zeitung] to interview Mr. John C. Richberg, president of the Board of Education [in Chicago, Illinois].

Mr. Richberg read the article (he was born in Germany), and then answered the reporter's questions.

Reporter: Mr. Richberg, are you a Catholic?



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Richberg: No!

Reporter: In regard to the members of the Board of Education, are the majority Catholics?

Richberg: No, positively not! There is only a single member of the Board of Education who is definitely a Catholic and in touch with that church, and that is Mr. English. Two others, I believe, were born Catholics, but one of these, Phil. Hoyne, declared that he does not belong to any faith and does not wish to be regarded as a member of any sect. The other, Mr. Olinger, subscribes to the same ideas, I believe, and undoubtedly is not a strong Catholic. As to the other twelve members, some are Protestants and some have no religion.

Reporter: This, then, disproves the assertion that a great many members of the Board of Education are Catholics. What about the books?

Richberg: That matter was distorted. These are the facts: No attempt was



Illinois Staats-Zeitung, June 22, 1875.

made at any time to discontinue books of Harper's Publishing House, after such books were accepted in the public schools. But we did attempt to introduce a new book of the same publishing firm, Swinton's Language Lessons, which combines spelling and grammar. The question simply was whether we should introduce a new book which had not yet proved its merit, whereas we now have suitable books of proven value. The question about the publisher of the new book never arose during the committee meeting. Of course, Mr. English was opposed to the introduction of the new book, but his entire argument was based on the fact that we have good books and that it would, therefore, not be desirable to burden parents with new expenditures, especially when the value of the book has not yet been proved.

Someone in favor of the book attributed Mr. English's opposition to religious motives, although Mr. English himself gave no such indication.

Reporter: After all, was not the recent fight involving new schoolbooks based on economy?

Richberg: Of course! But to prove to you how unimportant the religious





Illinois Staats-Zeitung, June 22, 1875.

angle was, I will show you the results of the vote on May 25, when a motion was made to introduce Swinton's Language Lessons.

Only three voted yes: Covert (Methodist), Reed (State's Attorney, not a church member), Welch (not a church member).

Seven were opposed: Bluthardt (not a church member), Chetlain (Protestant), English (Catholic), Hoyne (not a church member), Oleson (Protestant), Olinger (doubtful Catholic), Richberg (Protestant).

On June 8 advocates of the book made another effort to introduce it, but with no success whatever. Otto's instruction books for the German language were intended to take the place of Ahn's book and met the same fate.

This interview will suffice to prove to the Anzeiger von Cleveland that that paper's fear was groundless. The Board of Education of the City of Chicago has comparatively few Catholic members. No motion was made to eliminate the schoolbooks of the Harper Publishing House. The question was whether a new book should be introduced, and that proposal was rejected by



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Illinois Staats-Zeitung, June 22, 1875.

a great majority, The rejection was not based on the fact that the book was published by Harper, but was made because the work was superfluous and contained many errors. Besides, the introduction of the book would have been contrary to the policy of economy practiced by the Board of Education.

The entire accusation appears to be based on the fact that an advocate of the book attributed religious motives to his eloquent adversary--without evidence to sustain his charge.

As the above report was ready to go to press, we received the following note from Mr. John C. Richberg:

"To the Editor of the Illinois Staats-Zeitung:

"In regard to the interview with your reporter today, I overlooked the following, that Harper's book house also offered us Dalton's Physiology because some members of the Board of Education believed that the book we now have is not suitable. Although another book concern offered a new work on the same



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Illinois Staats-Zeitung, June 22, 1875.

subject, Hookin's Physiology, the Board of Education decided--with only one dissenting vote--to accept Dalton's, the book published by Harper. Mr. English, as well as the other "Catholic" members voted for its acceptance.

"Yours, John C. Richberg."

This not only suffices to disprove all accusations that the Board of Education is dominated by the Catholic clergy, but it also eliminates all suspicions that Mr. English's official behavior is influenced by religion.



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GERMAN

Illinois Staats-Zeitung, Jan. 14, 1875.

CHURCH AND SCHOOL

(Editorial)

"If the Illinois Staats-Zeitung can see no practical value for America in our article entitled 'State and Church,' it need only read our today's article about Catholic public schools in Saint Louis. [Translator's note: Verbatim. No doubt, the author uses the word public in the sense of free, meaning to say that no tuition was charged.]

"Thus the editor of the Illinois Staats-Zeitung can convince himself that it is the firm intention of the Catholic Church to destroy the American system of nonreligious schools, for the purpose of placing the education of our youth in the hands of religious institutions. This movement has made only modest progress to attain that goal in America; but in New Brunswick, which is not far from our country, Bishop Sweeny, of Saint John, has already shown the way to rebellion against the school tax. He even went so far, in his resistance, as to expose the property under his

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Illinois Staats-Zeitung, Jan. 14, 1875.

jurisdiction to forced sale for nonpayment of taxes. He said: 'Every Catholic citizen is conscience-bound to refuse to contribute to the support of schools in which his religion is attacked or offended.'

"The offense referred to evidently consists therein, that no religion is taught in the public schools of Saint John."

Anzeiger Des Westens

The "firm intention of the Catholic Church"? Well, if it exists, we in Chicago should see it, or hear of it, for Missouri is not America, by any means, nor is a Saint John bishop the Catholic Church. And as far as the American system of nonreligious (public) schools is concerned it could be destroyed only if it really existed.

It does not exist. The public school has a Protestant tinge; and that, very likely, is true, not only of our local schools, but also of those of Saint Louis.

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Illinois Staats-Zeitung, Jan. 14, 1875.

When we speak of a Protestant tinge we refer not only to the reading of the Bible, praying, and the singing of religious hymns, but also to the contents of textbooks. Surely, the books used in Saint Louis are no better in this respect than those which serve as textbooks in Chicago. In the latter we find numerous touching references to "Jesus" and the "Lamb of God," references which must be, and are, extremely offensive to the children of Jewish parents. If the Anzeiger Des Westens will kindly examine the textbooks of the public schools of Saint Louis, he will certainly find ample proof for our statement that our public schools are not nonreligious.

Anglo-Americans are so naive in their religious narrow-mindedness that they do not even notice it when they offend people of a different religious belief. The average Anglo-American says: "I am certainly not prejudiced; I do not wish to disturb anyone in his religious views; but anybody can read the New Testament, and, surely, it can harm no one to hear about our Saviour." However, they never consider that there are people who do not wish to read the New Testament, and to whom Jesus is not "our Saviour"; but there are such people, and they are

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forced to pay taxes to support our public schools. By what right? We do not know whether or not, or how, a certain religion is being attacked in the public schools of New Brunswick; but we do consider it probable, in view of the fact that Anglo-American Protestants are naively impudent, that the adherents to the offended religious denomination have just cause to complain about being forced to contribute to the maintenance of such schools. An atheist, who pays taxes, also has a good reason to remonstrate if the opinion that a person who does not believe in a personal God is dishonest, unmoral, and unreliable, is drummed into the head of his child. No religion should be taught in public schools, nor should the pupils be forced to listen to the damnable lie that a man is depraved and unmoral, just because he does not profess a religion.

Not until our schools have been made nonreligious in this respect will the state have a right to compel every citizen, irrespective of his religious belief, to contribute to the maintenance of our public schools. Then, and then only, can the state demand that children whose parents do not provide for other means of educating them, be sent to public school. And when our institutions of learning have been rendered completely nonreligious, we will

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gladly support the enforcement of the compulsory school attendance law. However, we certainly are not in favor of forcing the narrow-minded doctrines of the Protestant Church upon Catholics, Jews, or Gentiles.

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Illinois Staats Zeitung, Nov. 7, 1871

(FROM A REPORTER'S ARTICLE DESCRIBING THE  
PROGRESS OF THE RECONSTRUCTION OF THE NORTH SIDE.)

A sad spectacle are the churches, chapels, and other prayer houses lying in ruins. The German churches, in every case, were connected with **elementary** schools. The most urgent business of the Germans as a nationality in Chicago is the providing of temporary school rooms. We saw the ruins of many school houses visited by children who formerly were taught there. It is to be hoped that Germans will insist on their rights in this respect with the utmost stubbornness, so that as many cheap school rooms can be fixed up as possible. The infamous thievery of the "school palaces" must not be repeated in new Chicago. The scoundrelly and arbitrary action of the school board in banishing after the fire German instruction from the free schools, hits the north side painfully because there are settlements that are purely German where English is hardly understood in the homes. The bigoted nativism of the fossils on the school board this time has shown itself in its naked hideousness. The 3 German members find themselves shamefully abandoned by the Irish with whom they are otherwise firmly allied.

Inns have been put up in great numbers everywhere on the north side. Beer wagons

Illinois Staats Zeitung, Nov. 7, 1871.



are driving heavily loaded to the settlements of Germans, as well as the Scandinavians and Irish. The patronage by the public yesterday was very strong, and happy singing resounded from many places as formerly. The proclamation of the mayor about the closing of inns on election day counts hardly for much on the north side; it expects too much from the innkeepers in these hard times.

It is very pleasant to see that already so many brick houses are being built on the north side for permanence, especially by the Germans.

The American residential district between Clark Street and the lake front (from Kinzie street to Lincoln Park) is still pretty much in ruins. There is a project to extend Lincoln Park and the driveway along the shore southwards to the neighborhood of the waterworks, and to build a hotel on the corner of Superior and Pine streets. But the Americans want to have the breweries moved out west toward the river. Otherwise permanent luxury buildings and gardens could not be thought of. It is not in the interest of the Germans to drive the Americans through a few disagreeable establishments out of their lake shore strip and thereby possibly to prevent the extension of Lincoln Park and the drive way. We have therefore received with regret the information that Busch and Brand have begun to reconstruct their brewery at the old spot. It is in the interest of the whole north side to

Illinois Staats Zeitung, Nov. 7, 1871.

see the breweries moved out at the city periphery.



Illinois Staats Zeitung, September 25, 1871.



(THE ILLINOIS STAATS ZEITUNG REVIEWS AN EXAMINATION OF SCHOOL CHILDREN THAT HAD TAKEN PLACE IN CALIFORNIA, AND GIVES SAMPLES OF BONERS. THEN IT CONTINUES:)

The instruction of many years, one sees, has been less useful than no instruction at all would have been. But that at last the evil is being recognized by the Americans themselves is the first step toward an improvement. In San Francisco and California a man is going to come to the helm (namely, when in a short while Mr. Bolander is elected State School Superintendent) who will apply the right cure, namely, the introduction of a rational method of instruction based on German principles of education. "Multum, non multa" is the slogan of this method. Its intention is to educate the students to independent thinking.

"The child is the father of the man." No wonder that our free schools have become the fathers of such men as the vast average number of Americans now are. All seem to be cut to the same pattern. There is something Chinese-like (learned by heart) in these heads. Everywhere one finds the same ideas, or rather, their absence, the same lack of independent thinking, the same unoriginality; and, springing from this source, this pathological mania for sensations of all kind, especially sensational and scandalous trials. In them one seeks a compensation for the lack of originality and the uneventfulness

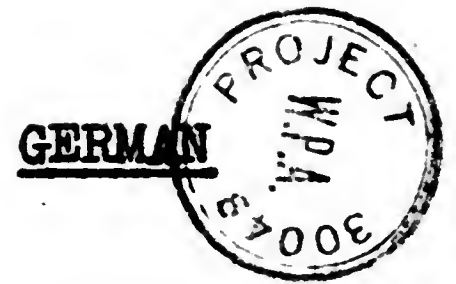
Illinois Staats Zeitung, September 25, 1871.



of the life of the average man.

The question of the method of instruction, therefore appears as the most important political and cultural question (Staats und Lebensfrage) of the United States. To solve it completely it will need by far, more energy and talent than have up to now been expended on it - more than at present are available for it.

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Illinois Staats-Zeitung, Sept. 16, 1871.

[VISUAL EDUCATION IN THE PUBLIC SCHOOLS]

The St. Louis German papers justly rejoice about the partial introduction of the German teaching method( so-called "visual instruction") into the public schools of their city. It has, been ordered that every week one hour of physics shall be taught with Hotze's "First Lessons of Physics" as a test... The Chicago School Board would do well to imitate St. Louis' example.

Until now, in the middle schools here, no word of physics is being taught, and of gases and their qualities, of thermometer and barometer, of the three forms of aggregation, the vast majority of the pupils who do not enter high school, never hear the faintest syllable.



Illinois Staats-Zeitung, Sept. 8, 1871.

[POLITICAL MATTERS]



If the next president of the United States - or the next presidential candidate of the Republican Party is named Schulze or Muller, Grant, or Trumbull, Piefke, or Purzpichler - that is not so important as that the program of the Republican Party be a progressive one. Under a progressive program we understand one that does not, so to speak, undertake to correct a few misprints in the work of the past, but one that contains new, as yet unexpressed ideas that have matured during the last decade.

One such, would be the reform of the civil administration. Furthermore, the Republican Party should put into its program the representation of minorities that Illinois has adopted. Illinois has made a beginning with putting in the place of the rule of 51 over 49, that of 99 over 1, in the place of majority rule that of the people.

Furthermore, the question of compulsory school attendance should be considered. This, too, is one of those "German ideas" that have become acclimatized in America, and to which the Demosthenes' who always unctiously admonish the Germans to bow before the Anglo-Americans, have contributed not the slightest bit. What the country needs is a thorough reform of its educational system. This, of course, is in the first place the task of the individual states.



However, a national convention could start the ball rolling without by any means promoting encroachments of Federal jurisdiction into the sphere of the individual states.

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GERMAN



Illinois Staats Zeitung, August 29, 1871.

LETTER FROM PROFESSOR E. DUIS, DIXON, ILLINOIS  
TO THE STAATS ZEITUNG

The more I look at American life, the more do I become convinced that the American needs the compulsory school system...A German teacher's Association is planned for Chicago with the aim of mutual education and also discussion of the various methods of instruction. In order to start on this fertile road, every German teacher should take advantage of the good suggestions our paper has disseminated; then the beneficent effect on the American schools will soon be visible...Every German teacher should make it his special task to transmit the German language in its purity to the young generation and to put an end to the nonsense of the so-called "Pennsylvania Dutch."

It already may be regarded as certain that Germandom will play in no distant future an eminent role in America...

Illinois Staats-Zeitung, Nov. 11, 1867.

THE HIGH SCHOOL

(Editorial)

According to reliable reports, a plan is being considered to transfer the high school which is now located on the West Side of the city of Chicago (and thus is practically inaccessible to people who live on the North Side) to a place where it can be reached from all three parts of the city with equal ease and comfort. The place referred to is Dearborn Park, on Michigan Avenue. Since it is close to the junction of the horsecar lines, pupils who live on the outskirts of the South and West Sides could reach it without the least difficulty, and North Siders, too, would find it within easy reach.

The site has been deeded to the city by the Federal Government with the understanding that it is to be used for public purposes. The value of the property has increased greatly since the presentation. In fact, its present

Illinois Staats-Zeitung, Nov. 11, 1867.

worth makes its use for park-purposes prohibitive. As a park, it has no more value for Chicago than the Battery has for the city of New York, which has spent millions to add more ground to the little plot, without succeeding in making it more attractive even as a place to take a stroll; but as a building site it has an immense value.

Now, if the city council would consent (that is all that is necessary), a magnificent building could be erected in Dearborn Park, a building which would not only be a credit to the architectural taste and skill of our citizens and contractors, but could also be made a source of income for the school treasury, if its basement were rented to businessmen for storage purposes. The net proceeds from rentals could be used to improve the high school to such an extent that it would compare favorably with the best secondary schools of Europe, and prepare its students for entry into universities.

We are of the opinion that this plan is fully in keeping with the marvelous

Illinois Staats-Zeitung, Nov. 11, 1867.

progress which the city has made during the past decade. The good reputation which our school system already has won among the intelligent citizens of our country is no reason why we should halt in our endeavors to progress, but should be an incentive to continue in our efforts to make our educational institutions more adequate to their purpose; and we are convinced that the plan outlined above would be a long step toward that end.

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GERMAN

Illinois Staats-Zeitung, Jan 18, 1861.

## POLYTECHNICAL SCHOOL

(Editorial)

About two years ago a member of our editorial staff, who at that time was also Mechanic's Institute, advocated the erection of a polytechnical school in Illinois. The Institute adopted the detailed recommendation, and in 1859 Representative C. Butz introduced a proposal to the state legislature to investigate the suitability of a Chicago site. The proposal was referred to a committee, and owing to the confusion of that session (a result of a Democratic majority in the legislature) nothing more was heard of it. Mechanic's Institute has again taken up this matter, and has sent its president to Springfield to urge in person the acceptance of a bill recommending that polytechnical school be established in Chicago. The necessary money could be raised by selling part of the ground appropriated for a college; the most valuable part of this property lies in Cook County. The interest yielded by the sum realized through the sale of this land would be sufficient to defray the cost of operating such an institution. The importance of a poly-

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Illinois Staats-Zeitung, Jan. 18, 1861.

technical school has been explained previously. It would be a school to provide higher training for mechanics, machinists, contractors, engineers, and farmers, and it would have a beneficial effect on the agriculture and industry of the entire country.

Furthermore, it would relieve the overcrowding of professions (medicine, law, etc.) by the children of farmers and tradesmen, inasmuch as it would create a new social class which would be sufficiently educated to maintain an equal position in society with college educated people--although it had no such education--and would also serve to counterbalance the abstract and one-sided education which is now in vogue.

WPA (L-2) 1001.0000

**I. ATTITUDES**

**A. Education**

**1. Secular**

**b. Foreign Languages**

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II B 1 c (1)  
II A 1

GERMAN

Abendpost, Mar. 23, 1930.

### GERMAN PERFORMANCES

Students of Elmhurst College Are Enthusiastic  
for German Art and Literature

After a long pause, enthusiasm has been aroused for German art and literature among the students of Elmhurst College. A German club has been established which is planning to perform Lessing's "Minna von Barnhelm."

Professor Blenk, a German by birth, who studied in Munich, together with Prof. Aruds, is directing the rehearsals of the comedy. What is now needed is to arouse the interest of the public. If this is done, such German performances could become a yearly event.



Abendpost, Mar. 23, 1930.

The cast indicates that the performance will be a complete success. Miss Ruth Chevorowsky, of the Northwestern University, a sister of Pastor Chevorowsky, of Elmhurst, plays "Minna"; Miss Mabel Tiedemann, of Franklin Park "Franciska"; Albert Buch appears as "Major Tellheim"; Karl Huff as the Major's honest servant "Just"; Erich Teidel, himself a born Saxonian, plays the "Innkeeper"; Hugo Bauer, Tellheim's friend, "Werner"; Ernst Walte, the "Count Bruchsal." This performance, which is arranged by the students of the Elmhurst College, is the first since the World War.

The reawakening of interest in German art can be welcomed with pleasure, as it is an evidence that in this old German institution the perception and love for the language of the old homeland is growing again.



Abendpost May 18, 1929.

WPA (ILL) PROJ 56270

DELEGATES DEMAND REINTRODUCTION OF  
GERMAN LANGUAGE IN CHICAGO SCHOOLS

A lively debate arose yesterday at the meeting of delegates for the German day celebration at the Hotel Atlantic; in regard to the question of German lessons in the local high schools. Capt. George Weideling who will be the German speaker at the German day celebration, (William J. Bogan will be the American speaker), proposed to the 200 delegates a resolution in which the reintroduction of German lessons in our high schools be demanded. This resolution should, according to the proposal of Capt. Weideling be presented in person to the Superintendent of schools at the German day celebration, after it has been previously read. The resolution was considered as fitting and proper, but several speakers deprived same at once of every practical success. As an argument they cited the fact, that the school commissioners declared their willingness long ago to reintroduce German lessons in the Chicago schools, therefore it is not necessary to put the request up to them again. The blame lies with the German parents, who have not shown the necessary interest, in spite, of repeated stimulus, to report their children as ready to participate in the German lessons. Especially if there could be a question of accusation the Germans themselves are to be blamed, because of their indifference towards their children's learning the mother tongue in the schools.

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GERMAN

Abendpost May.18, 1929.

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After the meeting came to the conclusion that the German day committee has in this respect still to be very active to take care of the necessary propoganda among German parents to arouse their interest in regard to the German lessons, Mr. Weideling's resolution was accepted without contradiction.



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GERMAN

Abendpost, May 18, 1929.

GERMAN LANGUAGE INSTRUCTION IN PUBLIC SCHOOLS DEMANDED BY DELEGATES  
Representatives of German Day Celebration Adopt Resolutions

At the meeting yesterday of delegates of the German Day Celebration, held at the Hotel Atlantic, the question of German instruction in our public schools produced much lively discussion.

Captain George Weideling, the official German speaker at the Celebration, proposed to the assembly of two hundred delegates that they adopt a resolution demanding the reintroduction of the study of German in our public schools. Mr. Weideling went one step further, suggesting that the resolution should be presented to Mr. William J. Bogan, Superintendent of Public Schools of Chicago, immediately following his address, which would be delivered in English. The proposal was endorsed by the meeting, although a minority held the procedure to be impractical because of the fact, that the Board of Education in Chicago has announced that the re-establishment of German in public schools is already under consideration.



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However, the delay is to be blamed on the lethargic attitude of the parents, who, in spite of stimulation from outside forces, do not take any interest in the issue. The fault is entirely attributable to the German people who have lost all sense of the value of their mother tongue.

The resolution proposed by Weideling was nevertheless unanimously adopted, and active propaganda was urged whereby parents of German extraction could best be reached.

According to information volunteered by the chairman of the Program Committee for the German Day Celebration, special tribute will be paid to the three comrades of the heroic ocean flight, in recognition of their great achievement. The outstanding feature of this ceremony will consist of the presentation of busts of the aviators to representatives of the Chicago Historical Society.

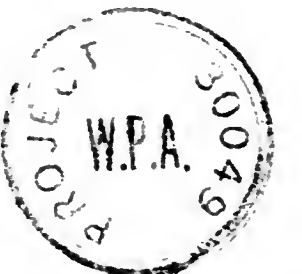
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Abendpost, May 18, 1929.

Arnold H. Kegel, Health Commissioner of Chicago, volunteered his services to the German Day Celebration Committee. Doctor Bundesen, Coroner, and Mr. Petersen, City Treasurer, announced their intention to make personal visits to the German Day Celebration.

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GERMAN

Abendpost, May 12, 1929.

GERMAN THEATER EVENING BY  
UNIVERSITY STUDENTS

The German Society of Northwestern University with mutual participation of the German Society of the University of Chicago, will perform two German theatrical plays.

"The Mute Beauty" by Elias Schelgel and "Favorable Omen" by Roderich Benedix, are the selected plays of which the program, for the third annual theater evening of the German Societies, will consist.

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GERMAN

Abendpost, Apr. 5, 1929.

### GERMAN INSTRUCTION

The German Language and The Crane Junior College of Chicago

The demand for instruction in the German language in both colleges and high schools, is a source of great satisfaction to the German community.

The German classes of the Crane Junior College drew a record attendance this school year, no less than 852 students including the German language in their course to study. This figure marks the great progress achieved in this direction, especially when this number is compared to the figures of the days of the World War, when only 105 students attended German classes. Professor Richard Hartenberg, who has been head of the German department of the Crane Technical High School since 1903, has added five more instructors to this department, which is expanding so rapidly.

The members of the "German Club of Crane College"--eight hundred in number--



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GERMAN

Abendpost, Apr. 5, 1929.

are also cultivating German art and music, in addition to studying the language. The Schubert festival which was arranged by this club last year was real proof of the young people's ambition. And the impression upon the many visitors was inspiring indeed.



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GERMAN

Abendpost, Feb. 16, 1929.

## GERMAN LANGUAGE IN FOREIGN COUNTRIES.

(Editorial)



The measure of Germany's value to the world is reflected in the measure of the world's appreciation of the German language. During the war the fury of the allied countries was aimed at the extermination of the German language, which was eliminated from the school curriculum everywhere. Even after the war, this condition prevailed for a long time. For about five years now conditions have slowly improved. In America, England and France the German language has been reintroduced as a special subject, partly elective, but partly required. In Czechoslovakia, people are beginning to realize that ignorance of the German language is disadvantageous to the Czechs. Just recently, the government of Esthonia revoked the former decisions of the cabinet which replaced German with English as the leading language taught in the high schools. Now again the German language ranks as the leading language.

In Roumania a congress of high school teachers demanded the immediate reintroduction of the German language as a compulsory subject in all schools. All

Abendpost, Feb. 16, 1929.

participants at the congress agreed that knowledge of German, for economic reasons, and in consideration of the cultural German minority in Roumania, is absolutely necessary, and that development of Roumanian culture, without knowledge of the German language and products of German Culture would be hampered.

Only nearsightedness can overlook the fact that such peaceful victories of German science and culture are of the highest value. They naturally cannot accomplish and substitute what only the external powerful political positions of a country can give, but even if not always discernible, their effect under circumstances can be more lasting and effective.





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Abendpost, July 11, 1928.

WIEBOLDT INSTITUTE.



In Mandel Hall of the University of Chicago the formal dedication of the building recently took place. It was presented to the University by the German-American wholesale merchant and philanthropist, William A. Wieboldt, and has been named after its donor, Wieboldt Institute.

The new building, which was erected at a cost of \$550,000 in Gothic style to harmonize with the other buildings of the University, lies between the Harper library and the building of classical studies on the Midway. "Wieboldt Hall" was dedicated yesterday to the study of modern languages. In his festival speech, Professor Alexander Hohlfield of the University of Wisconsin, stated that Wieboldt Hall is the only University building in the whole world, in which modern languages exclusively are taught.

"Wieboldt Institute is the symbol of modern philology," said the professor. "It embodies the ideal of co-operation between the different language departments. The desire for such an institute which has existed for a long time, has now been realized through the large endowment of Mr. Wieboldt."

Professor William A. Nitze, the president of the Department of Romance Languages,



Abendpost, July 11, 1928.

was the chairman of the festival. The celebration was followed by a tea, and inspection of the new building.

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GERMAN



Abendpost, May 10, 1927.

### THEATRICAL PERFORMANCES.

The German societies of local universities are preparing two theatrical performances at which the comedies "Under Four Eyes" by Ludwig Fulda and "**The Distant Princess**" by Hermann Sudermann, will be played.

The first performance will be held at the Anna May Swift Hall of Northwestern University in Evanston and the second performance will be given at the Reynolds Club of the University of Chicago. The fact that these theatrical performances are taking place again is a good sign of the revival of the German language at the higher educational institutions.

Since 1920, after the reintroduction of German in the high schools and colleges, the number of students has increased constantly. Recognition of the great importance of the German language has at last penetrated the academic circles. It is expected that this interest will increase steadily, especially if supported by such means as the theatrical performances.

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GERMAN

Abendpost, May 2, 1926.

"FLACHSMAN AS TUTOR."

Play by Modern German Poet

(Editorial)

Next Wednesday a meeting, under the auspices of the Chicago Turner Society, will be arranged in the North Side Turner Hall. The object will be to attract larger circles. Students of the Waller High School, will perform the well known comedy "Flachsman as Tutor", by the recently deceased German poet, Otto Ernst. The occasion is therefore, noteworthy, because it will prove, that German lessons in our high schools are again in a befitting place. The fatal war caused damages in this connection which were bard to rectify. It caused a complete removal, of the German lessons from our public schools, and halted the German teachings in our high schools for a long time.

German, as it was taught in the fifth through the eighth grades in the public schools before the war, was worthless. It was handled carelessly, and the not always competent teachers had not only to fight against the indifference of many children of German parentage, and, what is more regrettable, of many

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parents, as well, but also with the half open and half latent opposition of some of the school directors. If the course could not have been improved, then nobody can lament the loss, because the children did not learn much. It was often looked upon and carried out as a plaything. But at that time it would have been possible to improve the teaching of the German language, if the German element had shown the necessary methodical determination. The war, with its systematic persecution of all that was German, may have forced many of those German parents to reconsider, and subsequently to regret their former indifference.

Their children, probably, would not have been so easily willing together with the descendants of other races, to discard and condemn everything that was German, if they had had the opportunity to penetrate into the German character. They would instead have accepted the slanders with the well known grain of salt, which stimulates independent judgment. The damage cannot be repaired now.

Abendpost, May 2, 1926.

But our fellow citizens of German descent should take care not to make the same mistake in the future. Especially, the new immigrants should see to it, that they uphold their habits and customs, and the memories of their German homeland, to their children. That can be done only if they persuade their children to adopt the German language in word and script.

The English language in this country, undoubtedly, deserves first place. Every child should master it as their mother tongue. At the same time, enough leeway is left to learn a second language, which must be, under all circumstances the German language, for the descendants of Germans. Only when some one is thoroughly familiar with the German language can the treasures of German literature and science be at his disposal, and by being the possessor of its knowledge, can he understand the German character and appraise it rightfully in regard to its value. There should be no objection if children of German parents would learn the German language from them.

Everybody knows that this is not the case. If everywhere in the homes the

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Abendpost, May 2, 1926.

German language were spoken, it would be possible for the children to learn to speak it fluently, and probably thereby preserve it permanently. But it is a well known fact, that as soon as the children enter school, the German language at home is displaced completely by the English language. That is a common occurrence, but German parents should make sacrifices to preserve the German language for their children and the ability to use it in word and script.

In the local high schools the German language is taught again. But how many students of German descent make use of it? If they wanted to employ statistics, the result would be disgraceful for the German element.

Therefore, the Chicago Turner Society, in its endeavors to make it possible for the students of the Waller High School to arrange a public performance of a German comedy, deserves high praise for upholding the German language among our local fellow-citizens of German descent. Consequently they should con-



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sider it their duty to have their children attend the performance.

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GERMAN

IV

IV (Norwegian)

Abendpost, Oct. 30, 1925.

IV (Swedish)

IV (Danish)

THE AFFILIATED GERMANIC GROUP

IV (Dutch)

OF THE CITY OF CHICAGO

Important Cultural Organization Founded by  
Prominent Intellectual Chicagoans

The affiliated Germanic Group of the City of Chicago has just been founded. It is an organization for the furtherance of the study of modern languages and literature at the University of Chicago. The group also wants to be instrumental in the maintaining and introducing of all those traditional values from the old world which could contribute to the best of the new world. The group will participate in the ceremony of laying the cornerstone of Wieboldt Hall on November 6. This University building will be dedicated to the study of modern languages, for which the Wieboldt Foundation contributed \$500,000.

The United German Group will co-operate with the University of Chicago, because the members of the group recognize that the University, being more

MPA (ILL.) PRG 1.07275

IV

IV (Norwegian)

Abendpost, Oct. 30, 1925.

IV (Swedish)

IV (Danish) experienced, is better prepared to further the knowledge of

IV (Dutch) the culture of their homelands. To the group belong outstanding Chicago representatives of Germanic nations who on many occasions have successfully solved problems seriously affecting the welfare of their people.

The members of the representative committee of the United Germanic Group, all Chicagoans, are the following:

Dr. Otto L. Schmidt, chairman; William A. Wieboldt, honorary chairman; Cornelius Teninga, secretary-treasurer.

Danish: Dr. J. Christian Bay, S. T. Corydon, Dr. Max Henius, E. C. Bunck.

Norwegian: Andrew Hummeland, Col. T. A. Siqueland, Judge Oscar M. Torrison, Birger Osland, John P. Hovland.

Icelandic: Chester H. Thordarson.

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IV

IV (Norwegian)

Abendpost, Oct. 30, 1925.

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IV (Danish) German: Bernard DeVry, E. J. Kruetgen, A. F. W. Siebel, Max L.

IV (Dutch) Teich, Henry Zander.

Dutch: Judge Frederic H. De Young, D. C. Gordon, Dr. G. J. Hagens, Cornelius Teninga, John Vennema.

Swedish: Henry S. Henschen, A. Lanquist, Honorable Edwin A. Olson, Charles S. Peterson, E. P. Strandberg.

The University of Chicago is represented by its president, Dr. Max Mason, Philip S. Allen, Professor and acting chairman of the department of German language and literature; Professor Ferdinand Schevill, from the department of history, and Dr. H. Y. Atchison.

Dr. Otto L. Schmidt, chairman of the main committee, today issued the following statement: "According to the U. S. census of 1920, fifty per cent of all Germans, Scandinavians, Dutch, and Flemish born abroad live in the twelve

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IV (Norwegian)

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IV (Swedish)

IV (Danish) states of the Middle West, of which the industrial and cultural

IV (Dutch) center is Chicago. This fact is all the more remarkable as

these twelve states contain only twenty-eight per cent of the  
total population of the United States.

"Having realized that Chicago is close to being the true center of the bulk of the Germanic peoples, many far-sighted persons belonging to these races have for some time had the intention to take measures which would afford an insight into the literary, historical, and cultural values of the Germanic languages and literature, to emphasize the effects of such studies as a powerful factor in the fusion of all elements which make up American civilization.

"The University of Chicago appears to have offered an excellent opportunity to these outstanding minds of which they should not fail to take advantage. It is the opportunity to serve as a medium for the presentation of the intrinsic values of Germanic civilization.

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IV (Norwegian)

Abendpost, Oct. 30, 1925.

IV (Swedish)

IV (Danish) "The term 'Germanic' is in this sense a philologic one. As

IV (Dutch) such it betokens the fact that the German, Scandinavian, and Dutch languages all have the same origin and that they went through developments which differ from other types of languages. They are, in a way, sisters and cousins.

Although English is likewise a Germanic language, it is, in the nature of things, given so much attention in American schools and institutions that it must be dealt with in a separate department. Within the so-called modern group of languages there are also the Romance languages such as French, Italian, Spanish, etc.

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GERMAN



Abendpost, Sep. 24, 1925.

## INSTRUCTIONS IN THE GERMAN LANGUAGE.

(Editorial)

Dr. W. Whitney, the manager of the chemical division of the General Electric Company, is decidedly an adherent of instruction in the German language in American high schools. About the value of these instructions in regard to scientific research and literary pursuit in general. Dr. Whitney says: "The fact that we can continue to combat illness with serum and other similar modern developments we owe partly to the thorough work of German scientists, who set down the results of their research in epoch-making works. At the John Crerar Library of Chicago, the most extensive scientific library in the United States, about 30% of the entire number of books are German.

At the library of the Rockefeller Institute of Medical Research, the proportion of German books to English is two to one.

At the library of our own research laboratories, the shelves are more than three eighths filled with German books. And even yet we make daily discoveries at the library, that many of the best articles and books of references remain inaccessible to young engineers, because of their ignorance of



Abendpost, Sep. 24, 1925.

the German language."

The American scholar, Dr. Wheelock, says, "In studying the German language we find beauty, means to culture, and practical value."



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GERMAN

Abendpost, Sept. 5, 1919.

### GERMAN IN HIGH SCHOOLS

#### Language to Be Taught if Enrollment is Sufficient

Everyone knows that when the hatred toward everything German reaches its climax during the War, and a large part of the public considered it super-patriotic to make strong attacks upon all institutions established or advocated by Americans of German extraction, the School Board abolished teaching of German in the elementary public schools. The "language of the Kaiser" was taboo. At that time it was thought that the French and Spanish languages should be taught in the upper grades. The matter was dropped however, because no children wanted to take these courses, and thus there is now no opportunity whatever to learn a foreign language in our elementary schools.

The case with reference to high schools is different. That part of the course having to do with instruction in foreign languages was not altered, and German, Spanish, French, or any other foreign language, may still be taught. However,

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GERMAN

Abendpost, Sept. 5, 1919.

on account of the public attitude the instruction in German was reduced to such an extent that German classes may be found in but few high schools today. Of course the matter could be remedied very easily. If only a few parents request that their children be instructed in German, that request will be heeded. But heretofore no such desire has been voiced, either because parents are indifferent, or because they are not familiar with the situation. Attempts which are made may meet with opposition on the part of this or that principal, but it should not be difficult to overcome such resistance.

Mr. E. G. Willner, a prominent businessman living at 2352 Grand Avenue, had to cope with objections raised by Mr. Franklin Fisk, principal of Tuley High School, 1313 North Claremont Avenue. Mr. Willner wants his daughter, who attends Tuley High School, to learn German. But at the school she was given to understand that if she wishes to learn a foreign language it would have to be the French language. Mr. Willner then paid Mr. Fisk a visit and was

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GERMAN

Abendpost, Sept. 5, 1919.

informed that his daughter would have to enroll in another high school if she persisted in her demand.

"Our arrangements," said Mr. Fisk, "cannot be altered now."

Under these circumstances Mr. Willner thought it best to apply directly to the School Board, to which he addressed the following letter:

"To the School Board of the City of Chicago:

"Esteemed Ladies and Gentlemen: Permit me to make a few remarks concerning your resolution to abolish instruction in the German Language in public schools.

"At the time of the Franco-Prussian War I learned French. If anybody had made a proposal to do away with French instruction in the schools of Germany

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he would have been told that he belonged in an institution for the feeble-minded.

"A knowledge of the German language is very advantageous, especially in a large city like Chicago, but a knowledge of French, which you are having taught in our high schools, has little or no practical value anywhere in the United States.

"Very respectfully,

"G. J. Willner."

The answer was not long in forthcoming. It is as follows:

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GERMAN

Abendpost, Sept. 5, 1919.

"Mr. G. J. Willner,

"2352 Grand Avenue,

"Chicago, Illinois.

"Dear Sir: Instruction in the German language has not been abolished in our public high schools, but it has been discontinued in elementary schools. The German language will be taught in any high school in which a sufficient number of students enrolls for the course to form a class. That means, in general, fifteen to twenty, since a smaller class would not be worthwhile. The School Board has passed no resolution which bans instruction in the German language in high schools.

"E. C. Armstrong,

"Assistant Superintendent."

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GERMAN

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Mr. Willner took this letter to Mr. Fisk and reiterated his request. Whether it will be granted depends on the possibility of obtaining fifteen to twenty children who want to learn German. That should not be difficult, since there are thousands of Americans of German descent in every school district in the city of Chicago.

WPA (ILL.) PROJ. 30275



Abendpost, Apr. 26, 1919.

LIES AND PERSECUTION

(Editorial)

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An example of these little but extremely mean lies, which are usually smuggled into publications by irresponsible assistants, reporters, etc., may be found in the April 22 issue of the Chicago Daily News. It is contained in a special dispatch from Springfield entitled "Senate Bars German from Schools in Illinois". The article states that "according to the provisions of a bill which was passed by the Senate today, it is forbidden to teach the German language as the basic language in public, private, and parochial schools. The bill makes English the basic language in all schools. It is not forbidden to teach Latin, Greek, or other languages".

The bill does not forbid instruction in the German language. It does not even mention the German language; and it is not directed against the German

WPA (ILL.) PROJ. 30275

Abendpost, Apr. 26, 1919.

language; and it is not directed against the German language any more than it is against any other language. It merely provides that English is to be considered the basic language, and is to be taught above all other languages; it must be used as the medium of instruction.

It is open to question whether or not this is just and prudent, insofar as private and parochial schools are concerned. But to say that the bill is a measure directed especially or only against the German language is a deception and a lie. And that was actually stated by the contents and the caption of the report. And thus the action of the Senate was construed as an intended insult to the German-speaking and German-born element of our population. And so the attempt was made to fan the flames of an already strong racial hatred and to maintain and increase the existing dissension.

A lie is a lie. An openly invented lie is comparatively harmless, because it is easily recognized. But a lie which is covered with a varnish of truth is not easily detected, and passes as the truth which serves as its cover. It

MPA (ILL) PROJ. 111111

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is cowardly, mean, unpatriotic, vulgar; and it is frequently found in the American press. It is the chief source of the dissatisfaction which is prevalent among our people.

WPA (ILL.) PROJ. 30275

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GERMAN

Abendpost, Jan. 16, 1919.

### RESULTS OF PERSECUTION

Only 1108 High School Students Enrolled in German Classes.

The effect of the war and of the persecution of everything German upon the study of the German language is evident from a report of Acting Superintendent of Schools Peter A. Mortenson. In the elementary schools German has not been taught at all since the beginning of the school year, and in the high schools the number of students studying German has dropped to 1108, decreasing by about fifty per cent. In the following list the enrollment of this year's students of German in the various schools is compared with last year's enrollment.

School	Number this year	Number last year.
Austin	50	150
Bowen	22	24
Crane	18	54
Crane Tech.	45	200



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School	Number this year	Number last year.
Englewood	0	150
Fenger	0	104
Harrison Tech	85	147
Hyde Park	169	368
Lake View	120	200
Lane Tech	68	100
Marshall	65	140
McKinley	61	150
Medill	45	45
Morgan Park	0	35
Parker	55	80
Phillips	36	132
Schurz	79	179
Senn	92	247
Tilden	0	25
Tuley	108	208
Waller	50	130



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GERMAN

Abendpost, Jan. 16, 1919.

In four high schools, Englewood, Fenger, Morgan Park, and Tilden, German is not taught at all, because a required minimum of twenty did not register for the subject.



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GERMAN

Sonntagnost (Sunday Edition of Abendpost), Oct. 27, 1918.

## THE NECESSITY FOR THE STUDY OF FOREIGN LANGUAGES

(Editorial)

It is generally believed that after the war, commerce and industry will witness a new boom, not only in this country but all over the world. The peaceful competition of nations in world trade will become keener than ever before. Consequently, it cannot be pointed out often enough that our nation, and especially the younger generation, should bend every effort to enter into this struggle fully prepared. To gain thorough experience is the primary condition for all success in business. And since our future trade will, more than ever before, reach into the farthest corner of the globe, the mastery of foreign languages is imperative for our young and ambitious people, regardless of whether they are already engaged in business or are still attending high schools, commercial schools, or colleges.

In one of the latest editions of the Commerce Reports, issued daily by the





Sonntagpost (Sunday Edition of Abendpost), Oct. 27, 1918.

Department of Commerce, the Assistant Secretary of the Bureau of Commerce, C. D. Snow, calls attention to this necessity. In his article he makes reference to the report submitted by a committee which was appointed by the British Prime Minister to ascertain the part played by foreign languages in the British system of education. The material for this report was compiled by the committee from information supplied by trade organizations and prominent business firms. According to the committee, the great majority of those interviewed are of the opinion that the ignorance of English merchants regarding foreign languages is seriously impeding business. The well-known fact that, during the last years before the war, British trade with South America was declining rapidly, is taken as the best proof. Others have argued that the disinclination of the English to learn foreign languages caused many British firms to employ foreigners in great numbers to conduct their foreign correspondence, especially Germans, Scandinavians, and Dutch, who proved to be better linguists.

The report goes even further. After emphasizing the necessity for the study



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of foreign languages, the order of importance of various languages for the British businessman was investigated, with the result that French, German, Spanish, and Russian were found to be the languages that would probably be of importance for world trade after the war. Especially recommended is the study of the German language, although in certain circles the reaction would be unfavorable. But it would be impossible to do trade without it. This could not even be done within the British Isles, to say nothing of foreign trade. Common sense demands that the study of the German language be given a wider scope in the future than even before the war.

This report speaks for itself, and C. D. Snow an official of the American Department of Commerce, shows good judgment by publishing it in the Commerce Reports for the benefit of the American business world. The study of foreign languages here in America has not been nearly as intense as would seem desirable. It is true that in the high schools, colleges, and business schools all sorts of foreign languages are taught, but in most cases the knowledge which the students of these institutions absorb, after years of study, does not even



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enable them to ask a native of a foreign country for a drink of water. Theory and grammar are emphasized, but practice is more or less lacking. The most important thing in learning a foreign language is to learn how to talk. He who can speak a language will soon be able to read and write it, also; but a person's ability to read it does not, in the least, mean that he can write it, to say nothing of talking it. The Department of Commerce itself has had some experiences with its employees in this regard, and so have hundreds and thousands of our business and industrial firms which have sent young people to foreign countries who were poorly trained. A person in a foreign country who has not mastered the language cannot be as much of an asset to his business as one who can converse fluently with the natives, for he will not get a clear conception of the needs of the people and the conditions prevailing in the foreign country. In the same way, the man who can just manage to stammer in a foreign tongue, but can't read the daily papers, and is unable to maintain a correspondence with his new friends, is at an equal disadvantage.

If the American businessman expects, therefore, to get his share of world trade,



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he will have to see to it that American schools give even more time to the study of foreign languages than they did before the war. During the last thirty years great improvements have been made in foreign-language study. But the system of instruction employed seems more of an introduction into the literature of the language than a means for a practical mastery of it. Foreign languages should be taught in such a way that the pupil, after he has completed the course, will be able not only to speak fluently and correctly but also to conduct an effective correspondence. This goes for French, Spanish, Italian, and Russian as well as for German.

The German language will maintain its place in the world even after the war, as the quoted report of the English committee so justly emphasizes. To be unwilling to see the truth of this statement would be like cutting off your nose to spite your face. The study of the German language will have to be continued, after the war, with increased intensity in our high schools, colleges, and business schools.



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GERMAN

Abendpost, Oct 2, 1918.

# GERMAN INSTRUCTION TO CONTINUE

According to Professor J. T. Hatfield, instruction in the German language will be continued at Northwestern University.

"The young people should feel at home when they go to Germany," said the professor. "That's why we teach them not only the language but also the customs of the country."



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GERMAN

Abendpost, Sept. 28, 1918.

### GERMAN INSTRUCTION TO CONTINUE

Instruction in German will be continued in the public schools of Oak Park, including its high school, and also in the schools of River Forest township. The school board of the community voted unanimously last night in its favor, and rejected a petition of the George Rogers Clark Chapter of the Daughters of the American Revolution for abolition of German instruction. After a short debate, President J. Kibben Ingalls and Mrs. W. A. Douglass and G. E. Ellison, school commissioners, voted for the continuance of German instruction. School Commissioners William Pettigrew and Walter D. Herrick were absent.

In his address to the school board, President Ingalls said: "Since Dr. Philander P. Claxton, federal commissioner of education, the National Security League, and the educational authorities of the Allies recommend the study of the German language, we cannot do anything but vote for the maintenance of German instruction in our schools."



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Abendpost, Sept. 28, 1918.

It was claimed yesterday in Oak Park that the members of the D. A. R. and the people of Oak Park and River Forest would continue their agitation against the German language. Furthermore it was said that some high school students would refuse to continue the study of German even if this had a bad effect on their grades and delayed the completion of their school courses.





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GERMAN

Abendpost, Sept. 27, 1918.

### FIGHT AGAINST GERMAN INSTRUCTION

A petition to abolish the teaching of German in the Oak Park High School and in River Forest township will be presented tonight to the school boards of the two communities. Leader of the movement against the teaching of German is Mrs. C. C. Bird, former regent of the George Rogers Clark Chapter of the Daughters of the American Revolution, who also drew up the resolution against German instruction which was adopted by the chapter. Mrs. Bird is absolutely certain that the school board, which previously decided against abolition of German instruction, has changed its opinion or is going to change it. Whether the petition will be successful is hard to say, for the president of the school board, Mr. J. Kibben Ingalls, and the school commissioners George E. Ellison and Mrs. Lillian Douglass, have all objected to the petition and are in favor of maintaining the teaching of German.

"I have not changed my opinion since last May, when I voted against the abolition



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Abendpost, Sept. 27, 1918.

of German instruction," declared Mrs. Douglass yesterday. "Why should people let their enthusiasm run away with their common sense? A knowledge of German is required of students who enter our higher educational institutions, colleges and universities. The continuance of German instruction has been recommended by the federal government. I will, therefore, not vote for the abolition of German, unless somebody furnishes irrefutable reasons for its abolition."



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GERMAN

Abendpost, Sept. 11, 1918.

GERMAN ABOLISHED

Instruction in German has been suspended for an indefinite period in Evanston High School. The German instructor will teach French from now on.



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I A 1 b (Polish)  
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GERMAN

Abendpost, Sept. 4, 1918.

### THE TEACHING OF GERMAN

School Commissioner Anton Czarnecki has again taken up his fight against the teaching of German in the public schools. As everybody knows, there has been no teaching of German for some time, although an order issued by Superintendent Mortenson on August 30 merely says that, until further notice, no new German classes should be started. This order could of course be interpreted to mean that in those classes already established, instruction could be resumed, provided that a sufficient number of pupils were available. This has exasperated Anton Czarnecki. At yesterday's meeting of the school board, he proposed two resolutions, one of which would immediately discontinue the teaching of German in the public schools, while the other would put all other languages which are not now taught in the public schools on an equal footing with German. Both proposals were referred to the committee on resolutions, whose chairman is Mrs. Lulu M. Snodgrass.

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WPA (ILL) PROJ 30275

Illinois Staats Zeitung, June 17, 1918.

Editorial.

PROHIBITION OF GERMAN.

German will be, probably, the language of millions and millions after the war as it was before the war. The thought to ignore the German language from now on may be justified, in regard to the present hostile attitude against the German Empire, but it cannot, however, be given a reasonable and satisfactory guarantee. A better knowledge of the German language probably would have enabled us to have better preparedness for this war. At least, we would have been more familiar with the actual feelings and purposes of the ruling classes of Germany in regards to us. We cannot afford to give Germany any advantage, either in our death struggle with it, or in a competitive peaceful transaction. To prohibit the study and use of the German language would be similar to giving us a disadvantageous start in the struggle of competition, (which had to be continued) should the goal consist either of war victory, or the leadership of commercial enterprises. In this progressive era of the world neither the British Empire as a whole, nor any of its dominions can be permitted to be deaf and dumb in the language of any rivals among the nations.

Illinois Staats Zeitung, June 17, 1918.

For successful competition with Germany, of the world's commercial enterprises and world's diplomacy, we have to know what official Germany has to say, and what industrial and commercial Germany does. If we are not careful, Germany will head us off in the international war of commerce, which the principal nations have to fight, after the great war is over.

Germany hates everything that is English. However, this hatred did not cause the banishment of the study of English within the German Empire. On the contrary, in the future more Germans will be able to speak English than ever before. In spite of high tariff and strong prejudice, the Germans will incessantly strive to expand their commercial enterprises in English speaking countries and to do this they will have to speak our language fluently. To encounter the German competition in English speaking and other countries, with expectations of success, they must be in a position to read and refute the clever commercial literature.

The great scientific discoveries, which revolutionized the social and economic life of the world, and the great inventions which accomplished wonders for the improvement of human life, with the exception of a few, are achievements of men

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WPA (ILL.) PROJ. 30273

Illinois State Library, June 17, 1918.

of other origin than German nationality.

German. Will be wise enough to continue to read and exploit English books and protocols of English scientific societies.

We have to ret in a knowledge of the German language as a defense policy.



I A 1 bI B 3 bII A 1Illinois Staats Zeitung, Apr. 12, 1917.GERMAN SCHOOL ASSOCIATION.

The American School Association held a well attended **reception**, yesterday evening in the Stratford Hotel. In his welcoming address, the President, Dr. Lavin Niven, compared the Germans in America with the vine, which a Roman emperor brought to Gaul. The fruit of the stem was not pears, but grapes; and the Germans in America should under all circumstances, observe and maintain their methods, their character, their habits and their language. But in the same way as the vine planted in France, rooted in the French soil, the German should find his footing in American soil, draw his nutrition from it, but should give the country the fruits of his prosperity. He must become conscious of the fact that he is a part of the United States of America, that part of the country belongs to him that he belongs to the country, and that he has obligations towards the country which granted him protection. As typical, Dr. Niven pointed to the position and activity of two members of the German School Association, who were appointed by the Board of Directors to be honorary members of the society, Madame Ernestine Schuman-Heink and Martin Schmidhofer. Madame Schuman-Heink, last Saturday, before her departure to California, expressed her sincere loyalty with the assurance that she hopes to visit all the members personally in





Illinois Staats Zeitung, Apr. 12, 1917.

the fall. Martin Schmidhofer is considered by all educated Chicagoans as a man of sacrificing industry, exceptional proficiency and inflexible integrity. The presentation of an honorary document, became a great ovation for Mr. Schmidhofer.

Mr. Krutzen, a member of the school board, spoke in a very interesting manner on what the Germans had brought to the country of their choice, America, in German habits, German songs and German poetry. The speaker regretted that the Germans do not occupy a greater leading role in politics and administration, but hopes that in the course of time, an improvement will occur.

After the banquet, with which the meeting started, Mr. Schmidhofer, supervisor of German in the Chicago Schools, gave an interesting report on the beginning of German instructions in the country in general and in the city's schools in particular. The able pedagogue pointed to its importance in the universal scheme of education and regretted, that it is not fully appreciated by the German parents, because two thirds of the children, participating in the instruction, were of American parentage, who acknowledged the usefulness of another language besides the mother tongue.

Illinois Staats Zeitung, pr. 12, 1917.



Under the benevolent consideration of the present school board the number of schools in which German instruction is given has increased from 35 to 135, and the number of children who participated have increased from 7,000 to 23,000. Mr. Schmidhofer expressed the hope, that in the future the German parents will show more interest in this part of their children's education.

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GERMAN

Illinois Staats Zeitung, Apr. 3, 1917.

THE ASSOCIATION OF GERMAN TEACHERS.

At yesterday's meeting of the Association of German Teachers at the Kaiserhof Hotel, the parents of the children who were present at the trial instruction, must have been greatly pleased at their performances, and as all the children were Americans, German parents would have been pleasantly surprised, to hear the clear and precise answers which were the best proof that American parents are laying great stress on their children's study of the German language.

It was heart stirring to see the results of the extraordinary professional teaching of Miss Louise E. Foppelbaum. With a masterly understanding of the pupils way of thinking, the talented teacher not only could draw answer after answer, but also keep their interest in the objects alert. It was easy to observe how the little girls and boys were trying to satisfy their beloved teacher.

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GERMAN

Illinois Staats Zeitung, Oct. 12, 1916.

Editorial.

## THE DETERIORATION OF THE GERMAN SCHOOL INSTRUCTION.

It sounds unbelievable, but it is true. In spite of the external pressure exerted by the reawakened German race conscience which will induce every German mother to attempt to inculcate into their children the love for German sounds, and with it the desire for German school instruction. This attempt was not successful and although fourteen more schools were won for German instruction, the number of pupils has decreased. Mr. Martin Schmidthofer, this indefatigable superintendent of the German school instruction, prepared a clear compilation of German school attendance during the last four semesters, and has submitted same to us. According to this statement, 17,994 children partook in February 1915, 18,732 in September of the same year, and 20,776 in February of this year in German instruction. At the beginning of this semester, in spite of the opening of fourteen more schools, only 20,470 children reported for German instruction. In his touching optimism, Mr. Schmidthofer attributes this retrogression more to the illness of the children than to the lack of enthusiasm for the German cause. We are not in a position to share this optimism, the less because children's illness in Chicago happily did not



Illinois Staats Zeitung, Oct. 12, 1916.

occur in such a large measure, as to influence the school instruction, and because the general attendance has not suffered such detrimental influence. More easily can we assume, that the children did not get special encouragement to participate in the German instruction in schools. This lack of encouragement in the school should be balanced through stimulation in the parental home. And only if the latter does not happen, occurs the lessening of school attendance and for this only the German parents and they alone must be held responsible. We have repeatedly pointed out in this place, that the acquisition of the German language is indispensable to the children not only for sentimental reasons. To penetrate into the German character, makes the growing youth more thorough, and therefore more vital. It helps him overcome many obstacles, upon which the Anglo-American bruised himself. German parents should appreciate this, and act accordingly. But not the whip of the newspapers, but their own conviction and an inner feeling ought to awaken them to that perception.

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GERMAN

Abendpost, Feb. 9, 1916.

## GERMAN IN OUR PUBLIC SCHOOLS

(Editorial)

The admonition to all parents to register their children in the German classes of our public schools, brought gratifying results. As soon as we receive definite reports about the general enrollment, we shall publish all details and statistics on the subject. We hope to show a substantial increase. By rights, our Chicago Germanism should bring about the inclusion of German in all our public schools. So far, about one half of our institutions of learning have adopted the subject. There are enough Germans attending to justify teaching it universally





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but it depends on the parents who should consider it their duty to reach this goal.

It is a well-known fact that the attitudes of many principals and teachers are hostile and that they do all within their power to create difficulties. The Abendpost has received numerous complaints about teachers who dissuade the pupils, and in some cases even intimidate them, whereupon the parents, fearing reprisals, refrain from pressing their legal rights. The majority of the teaching personnel, however, is not opposed to it. That they show no particular interest in it, is attributable to indifference rather than animosity,



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but this will disappear when the superintendents and teachers note the growing interest of the younger generation. This experience has come to light in several schools. Constant, active cooperation, personal visits to the principals and teachers, prompt inquiries if the questionnaire fails to arrive at the bi-annual period, will do much to arouse the lagging interest.

However, when parents discover an open or clandestine hostility towards the subject, or its inclusion in a certain school, it is then advisable to bring it to the attention of the school board who will remind such anti-German pedagogues about their foremost duties to the

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Abendpost, Feb. 9, 1916.

taxpayers. Only a few days ago, such a case came to our attention. The principal, a woman promptly built barriers when an application to teach German was presented. The request was then submitted to the school board. The first day the announcement was posted, more than one hundred students wished to learn German. Regardless of the principal's preliminary objections, German instruction has now found a place in her school.

Last year, 126 public schools taught German. In these schools, four had more than 400 students each in the German classes; eight over 300; nineteen, from 200 to 300; forty-nine, from 100 to 200; and others, from 50 to 100. The number of schools teaching German can



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be greatly increased if our Germanity is energetic. This casual indifference is by no means restricted to the teaching profession, it is quite obvious, unfortunately, in many German families who possess a languid attitude that is inclined to evade all disagreeableness. Persons such as these have relinquished the German spirit. Germanism now faces one half of the world in war, and the German-Americans here owe it to their brethren abroad to defend themselves against dissenters, just as their compatriots are holding their own accross the sea.

In Europe our countrymen are fighting with deathly weapons to maintain Germanism, while we have been spared from such an ordeal. Therefore, it is our duty here at the outposts to disseminate German ideals, morals, and customs, and above all to defend our language.

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GERMAN

Abendpost, Jan. 29, 1916.

THE IMPORTANCE OF GERMAN

Note: A paragraph in large type appears on the bottom of page 7, admonishing parents to let their children study the German language. Another **paragraph** on the same subject is published on page 9. No caption is used. Transl.

Those Germans mothers and fathers who permit their children to study the German language will never face the day when their growing sons and daughters will be parted from them, because the mother tongue forges a closer alliance. Our public schools will teach German if there are enough demands for it.

Anyone who can speak German and English can travel throughout the world and make himself understood. Many business-men demand that their employees



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Abendpost, Jan. 29, 1916.

know German. Therefore, avail yourself of the opportunity and allow your children to learn the German language. It will be taught in our public schools in the four higher grades.





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GERMAN

Illinois Staats-Zeitung, Jan. 27, 1916.

### THE SCHOOL AND GERMAN PARENTS

A letter from Martin Schulhofer, superintendent of the German division of the Chicago school system, to the German newspapers in regard to the question as to whether instruction in the German language shall be continued or not [states that the answer] rests largely upon the opinion of German parents.

The fact that German parents are being questioned as to their opinion toward the preservation of their mother tongue reflects a strong sentiment as to their guilt and of the contempt with which they are meeting in this country.

That a brave school official has to beg German newspapers to remind German parents of their duties toward their children, so that they shall receive instruction in the German language free of charge, speaks volumes against these parents.

If these German parents were not only German by birth but also in character,

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they would force the school administration to give to their children an opportunity to learn the German language; instead of this the so-called German parents have to be begged for permission that their children shall be allowed to attend classes in which German is taught without any charge.

Yet these same German parents are indignant at the hostility which they are encountering, and in defense appeal to the heroism and the cultural accomplishments of the German pioneers in America. But they forget to accuse themselves of being responsible that these great achievements have fallen into oblivion, and that the German in America is considered an outlaw.

There really is no reason why the American people should remember or respect these deeds of German pioneers if they are unknown even to the children of German parents, and if German mothers do not consider it worth while to have their children educated in the German spirit.

That in the first semester of the school year eighteen thousand children

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Illinois Staats-Zeitung, Jan. 27, 1916.

received instruction in German, and that twelve thousand of these children did not belong to German parents is more than a deplorable disgrace; it is a crime.

It is not a crime, to be sure, against the German spirit, which will never be stifled even when German women and German men of Chicago surrender the German language, but a crime against their own children because they withhold the German language from them and thereby rob them of the opportunity to enrich their souls with the treasures of German knowledge.

Those who are apprehensive about the German cause should regard anti-German Americanism as their archenemy, but these German men and women through their contempt for the German language and their negligence of it are robbing the German cause of an important help and thereby are breeding contempt for it.

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GERMAN

Illinois Staats Zeitung, June 17, 1915.

### GERMAN INSTRUCTION IN CHICAGO.

Mr. Martin Schmidhofer, the eminent pedagogue and superintendent of its German schools in Chicago, supplied valuable and interesting statistical facts referring to the participation of German instruction in the Chicago schools.

We learn that the number of children who are attending German schools are steadily increasing every year. In the year 1912, in 53 schools there were 7,806 children; in 1913, in 83 schools, 13,507; in 1914, in 103 schools, 17,001; and in 1915, in 112 schools, 18,140 children.

The increase of the number of children studying German is very gratifying, yet the statistical data of Mr. Schmidhofer form an injurious reflection upon the Germans.



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Even if all the 18,140 children studying German were of German descent, in proportion to the large German population of Chicago, it nevertheless is a disgraceful trifling number; we see that even this number of German children form only a small percentage.

While 11,557 children of non-German parents are participating in German instructions, only 6,603 children of German parents hear German sounds in schools.

The German parents, who, without sacrifice can afford to have their children take German instruction, but are unwilling to do so, not only commit a crime against their children, but are also unfair to the German cause.

We have to thank such Germans for the prejudice and hate with which we are surrounded.



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Illinois Staats Zeitung, June 17, 1915.

The courageous fight of the individual for German truth, can be of no avail when German parents refuse to have their children grow up as future representatives of the German cause.

With love and understanding only such person can represent the German cause who masters the German language, and through mastery of the same, can penetrate into the German cause.

We shall hope that in the next school year, all German children will attend German instructions, taught by excellent and efficient teachers.

The future of Germanism in America depends on our children; every mother who neglects to send her child to a German school helps to doom Germanism in America.

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GERMAN



Abendpost, May 4, 1915.

"LET 'EM HAVE IT"

[Editorial]

A Reminder by the German-American National Bund

In the May issue of the "Reports of the German-American National Bund", the following reminder appears, asking for energetic propaganda by the state and local chapters of the Bund for the introduction of German instruction in the schools:

"On the occasion of 'Schoolmen's Week', which took place in Houston Hall of the University of Pennsylvania in Philadelphia, Dr. W. A. Haussmann of Central High School spoke on the German language. He declared German to be the finest of all modern languages, and put it on a par with Greek and Latin for its usefulness in philosophy, science, and technical arts."

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Abendpost, May 4, 1915.

It is gratifying to learn that in these times, when even American school bigwigs and university professors indulge in Herman-baiting with such brazen shamelessness, Professor Haussmann had the courage to emphasize the beauty and the importance of the German language at a gathering of his colleagues and superiors. By this act, he has merited the respect of all German-Americans, who love, cherish, and cultivate their native tongue.

Of course, much more could be done in this respect. There could be many more homes in America subscribing to the proud motto "German spoken here." The agitation for the introduction of German instruction in public schools, so successfully begun by the German-American National Bund and its school committee, has unfortunately been relegated to the background by the new and tremendous job, which the German element in the United States had to cope with on account of the war and the [anti-German] incitation of the American masses by the British-controlled press. And yet we think that right now, even granting that the chances for a successful agitation are not so good at present, a forceful support of the demand for German language instruction in elementary schools would be commendable and desirable, if





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only for the moral effect.

He who lacks the courage to attain anything for himself and to make demands will never get any place in life. If you want to sit back and modestly wait until other people give you what you desire, you can grow as old as Methuselah without coming any nearer to the realization of your dreams.

Particularly in American public affairs, one must make demands if one wants to get something. If it is made clear to our dear politicians that the demand for the introduction of German in public schools and its advancement to an obligatory subject in the high schools is widely supported by all citizens of German descent, whose ranks would surely be augmented by our Irish friends and many unprejudiced native-born Americans, these politicians would certainly take notice and at least be willing to compromise.



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Abendpost, May 4, 1915.

Right now we must make up our minds again to do something for our native tongue, for its preservation and propagation. We must forge the iron while it is hot, and never were conditions for a concerted action by all citizens than they are at present. The patriotic [German] meetings held during the last few months demonstrate that.

All that is necessary is a strong appeal, and the German element will not fail. There they are, making sacrifices, proving that they are ready to promote German causes with all means at their command. Enthusiasm cannot be worked up with halfhearted measures and a lukewarm attitude. Neither can masses be aroused that way. There must be genuine and true enthusiasm in German hearts that will carry them away.

Goethe once said, "Enthusiasm is not like pickled herring, that'll keep for years." It would be good to remember that saying when it comes to making propaganda for the introduction of German language instruction in the public schools.



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Abendpost, May 4, 1915.

"Let 'em have it" is the battle cry of our brothers over there in the old country. And "Let 'em have it" should also be the motto of all German-Americans, who would like to do propaganda work for the preservation and propagation of their native tongue. Keeping this in mind, we welcome the manly words spoken by Professor Hausmann with sincere satisfaction. May they serve as a new incentive for our agitation for the introduction of German language lessons as a standard subject in our elementary schools and for the extension of the curriculum in our high schools as far as German instruction is concerned.

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III B 2 Illinois Staats Zeitung, April 8, 1915.

GERMAN



GERMAN INSTRUCTION  
MARTIN SCHMIDHOFER SPEAKS BEFORE THE INDEPENDENT  
GERMAN AMERICAN WOMEN'S CLUB

Mr. Schmidhofer, gave very interesting information about the condition of German teaching in Chicago's schools, before the "German American Women's Club." According to his report, the participation of children in the instruction of German has gratifyingly increased. The beginning of this instruction was started in 1871. Later, however, the instructions, owing to the pressure brought by the superintendent of that time, were more and more neglected, so that only in fifty schools, to about 6,000 children was German taught. Today, however, the number of schools, in which German classes are maintained rose to 112, with 18,000 children attending, and these are not only children of German parents, but mostly English-Americans. For instance, in the Stewart School on Broadway and Wilson Avenue, there is not one German child among the pupils. Mr. Schmidhofer praises Mrs.(Dr.) Young, that the teaching of German, is close to her heart, and that there is hope that it will be introduced in all schools. The ladies received Mr. Schmidhofer's report, with great applause.

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GERMAN

Abendpost, Sept. 21, 1911.

WITH COMBINED FORCES--MORE NOW THAN EVER

(Editorial)

The tail attempts to wag the dog! The entire teaching staff of the Public Schools of Chicago is making a vigorous attempt to run the schools after its own fashion, and in the manner which best suits the underlying purpose, contrary to the plan of instruction devised by the Board of Education and the School Board. This may, however, not signify their attitude toward other studies included in the teaching plan, but it has been proven in the case of one of the important educational subjects; namely, the study of the German language. According to the advice from the Board of Education, a list of queries should have been issued to every pupil of Elementary Schools pertaining to the instruction of German in Public Schools. However, authentic information has reached us according to which this request has been disregarded in a number of schools up to Tuesday September 19. The Board of Education has issued an advice to principals and teachers to refrain from an attempt



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of influencing either in favor of the German instruction, or otherwise. Although this is one of the general rules, Mrs. Young, the Superintendent of Schools, has put a special emphasis upon it last year, repeating the warning this year too. But it is still not done. Moreover, the fact has been revealed that principals, co-operating with the teachers, are discouraging the study of German by means of threats of demoting those students to a lower grade who express the wish to study German. What does this mean? What is it all about? Our willingness to become reconciled to the lamentable few exceptions is out of question, because offenses committed are much too numerous to be overlooked. Here is an illustration of their audacity. In three schools located in districts largely populated by the German element, teachers have resorted to methods of intimidation, regardless of the population constituting the district. Is it not then that exceptions have become the rule? Teachers in corpore, are opposed to German instruction, and are agitating against it, contrary to the advice of the Board of Education, availing themselves of the method of persuasion, intimidation, and various other infamous means, in expectation of the final achievement of their aim. Theirs' is a shameless conduct since they are disregarding the decision of the Board of Education.





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It is almost incomprehensible that this condition actually exists. Is the Board of Education honestly attempting to enforce the subordination of teachers in the matter of the German language? This question is undoubtedly in the mind of many persons. If the Board of Education would not be willing to sanction this misdemeanor, ways would be found, in the opinion of those who doubt the endeavor, to discipline the offenders and restore normal conditions by ending the disgraceful agitation. Righteously, however, none is justified to draw this conclusion, at least, not yet. The problems of the Board of Education are manifold, especially during the first weeks of a new school year. The numerous schools and large army of teachers require frequent watching, and time may not have permitted to find out. Consequently, correct the mistake. While it is the duty of the authorities to discipline teachers who agitate against the instruction of the German language, it is just as much the duty of the individual to report every case of insubordination to the proper authorities. Thus, we can assist in the maintenance and enforcement of strict rules....The tail attempts to wag the dog! As numerous as this is,





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it is too serious to evoke laughter. If the attempt of hostilities against the German language does not come to an end, it will most likely develop into a successful movement by restricting the attendance of German classes. This would not in any way add to the glory of Chicago's citizens, especially the German element. Moreover, reflection would be cast upon the Board of Education, and Chicago would most assuredly become an object of ridicule. This pernicious activity of the teachers against the German language must be stopped. The public is requested, therefore, to report every offense against the rules to the Board of Education, either to Mr. Huttman, a member of the School Board, or to the Abendpost.

The teacher's hostile activity must be interpreted as crediting the Germans with an excess of good nature, or on the other hand, consider them as **sleepy heads**, whose patience is not easily exhausted. Then again, they feel justified to a certain extent to oppose the German language in schools on the ground that with regard to their numerical strength the Germans demand special political **privileges**, and want the golden goose for themselves, by insisting upon the continuance of



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improvement in the study of German in Public Schools. If this assumption would be based upon the truth, the anti-German attitude would be explainable. But there is not a particle of truth in this belief, rather, the German instruction is persistently advocated because of its educational merits, and because the knowledge of German offers greater opportunities to every individual. We consider it, therefore, our sacred duty to acquaint the general public with these facts. And because it is basically untrue, Germanism in Chicago would be regarded as weak and meaningless if this newspaper would not give its utmost support in the battle, which is now forced upon us. And we will fight, unconditionally, to the end.

Attacking is not a specially cultivated virtue of the Germans, but they are persistent in counter attacks. The more numerous the enemy, the higher their fighting spirit: Now, more than ever.

In case of discovery that the tail receives secret support, our motto must be: "Forward, in spite of them!"



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Abendpost, Sept. 16, 1911.

### THE GERMAN INSTRUCT ON

Although no definite figures are as yet available, there are nevertheless certain indications that the attendance of German classes during the present school year has greatly increased. It is due to the modification of the requirements in connection with the attendance. Miss Gertrud E. English, the District Superintendent and head of the German department, when approached by a reporter of the Abendpost, informed him that while the study of German had not been included in the curriculum of the Kenwood School last year, it has been added to the plan of study for the present school year, due to the fact that the request of students for German were numerous. A similar step was taken in the newly erected Mozart School, at North Hamlin and Humboldt Avenues. Furthermore, the request for German instruction at the Gladstone School was so overwhelming that one more German instructor had to be added to the teaching force of the school. Procuring the services of qualified German teachers, is one of the greatest difficulties, according to Miss English.



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Abendpost, Sept. 13, 1911.

THE GERMAN LANGUAGE IN SCHOOLS

(Editorial)



What is the fate of the German language in the public schools of Chicago? Is there a chance for its continuance and improved teaching management, or will it be further curtailed and finally doomed to dismissal altogether from the curriculum of public schools? The German people of Chicago must decide that question for themselves. Inasmuch as it is only their concern, the answer will depend entirely upon their interest (or lack of it) in the subject in question.

The responsibility is therefore theirs. If the study of the German language regains its former place in the plan of studies, thus giving our youth the opportunity to learn the most important foreign language, there is no doubt that they will cover themselves with glory. On the other hand, if they prove negligent in the fulfillment of their duty to their own children and the youth of Chicago in general (and thus to the city and the nation), they will justifiably be accused of utter



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lack of interest, of not availing themselves of the opportunity that now knocks at their door.

If the instruction of German is excluded from the program of the public school studies, it will deal a terrible blow to the educational system of Chicago. When they present their demands, the German people must not convey the idea that they are asking for the granting of a special privilege. Nor must they in any way emphasize their German ancestry. However, as citizens and parents knowing the value of the German language educationally and culturally, they must insist upon their demands. Thus, not only children of German parentage will be given the opportunity of learning that important foreign language, but also the youth of Chicago in general. However, no other group was ever better equipped to present its demands than the Germans are in this instance. Of course, they, above all other groups, native-or foreign, are expected to realize the value of their language. As a consequence, disinterestedness on their part would naturally indicate indifference to the inclusion of the study of German in the curriculum of the public schools of Chicago, and would give, they felt the impression that it was aimless as well as useless.



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It is the sacred duty of every German to prevent that deplorable occurrence. It must be prevented. That it can be done, there is no doubt. Moreover, the study of that language must be considerably improved in public schools. What we must do is to give expression to our wishes and demands, now that the opportunity has presented itself.

Through the decision of the School Board, every student of the public schools, attending either the fifth, sixth, seventh, or eighth grade, must obtain from his or her school principal a list of queries in regard to the instruction of German for submission to their respective parents. To the question, "Shall your child partake in the German instruction?" a unanimous "Yes" should be the reply, even in those instances where the parents have ceased to cultivate that language themselves.....

Furthermore, the German population of our city must not think that it did its duty to the fullest extent by just inserting the word "Yes" into the space provided for it. It must do more! It must win over fellow-citizens of other nationalities to their point of view. It is



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quite plausible that the knowledge of German would be equally as advantageous to their children, as to the children of German descent. It must be also borne in mind that the study of that language would have a beneficial effect upon the study of the English language and upon the educational system in general.

Teachers, on the contrary, do not share this opinion. In fact, they- with only a few honorable exceptions-worked together last year, to discourage children from taking that study, because, they argued, the students could not advance in other subjects with the rest of the class, which would ultimately lead to their demotion to a lower grade. They have even won over parents of many prospective aspirants to their point of view. The same low tactics against German instruction are still being employed by these educators. However, we are confident that their efforts will not be crowned by success, as they were last year. Moreover, teachers will have to take care to avoid a conflict with the School Board, or with the Superintendent of Schools, arising from



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a misdemeanor of that type. Their arguments against the instruction of German are not based upon the truth, and therefore, cannot endure. Their opposition to this subject is a matter of convenience as well as ignorance. Mrs. Young, the Superintendent of Schools, as well as some of her highly principled assistants and the School Board, are well-informed of this disgraceful fight against education and they do not approve. Furthermore, the Administrative Body of Chicago's Schools is prepared to deal with any teacher found guilty of the offense of agitation against the instruction of German. This censure would be justified (if for no other reason) on the basis that such agitation violates existing regulations.

After all, neither the principals nor the teachers are executive members of the School Board; therefore, theirs is not the power to make decisions. No ill can come from that source while their threats are not being taken seriously. But the aspect would change considerably if German parents would become intimidated, and would yield to the persuasion of the teachers, whose primary concern is their own comfort .

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In that instance, the German language as a subject in public schools, would become a sad memory only. The rightful description of the Germans as a fearless and faithful people, would go into oblivion also. If this should be the result of their disinterestedness, a "finis" would be affixed to Germanism of our city by its own people. This must not and will not happen. Every parent of German descent must declare himself decidedly in favor of German instruction. Intimidations of whatsoever nature they may be, should be brought to the attention of either the Abendpost, or of a German-speaking member of the School Board. Discretion will be used as to the identity of the complainant. Only thus can we reach the guilty parties.

Co-operation is therefore of utmost importance.

ABENDPOST, September 30th, 1910.

WPA (ILL) PRO 3027

Instruction in German.

At the beginning of this School-season the School-Board instructed all principals to send an application blank to all parents, whose children attend any of the four upper grades in Public Schools. These applications, filled in and returned were to indicate the number of those who wished to take part in classes for the study of the German Language.

Many of our readers have paid attention to our appeal which we printed in the "Abendpost", namely, to notify us if these instructions are not carried out. We will not mention the name and address of writers, but all can be certain, that their complaints will not remain unheeded. We have informed the School-board of every report sent in and the matter will be investigated in every single case.

Abendpost, September 3rd, 1910.

WPA (U.S.) PROJ. 30275

### Instructions in German Language.

There will be better chances of instructions in "German Language" in public schools during this season. The Schools will open next Tuesday. We again call attention to the fact that the schoolboard has taken steps to assure better chances for the study of German, than before.

The principals of all elementary schools have been instructed to find out the number of children in the four upper grades, who wish to participate, and the questionnaires have been sent to their parents. It is pointed out in particular that the study of German will be a regular subject for all those children preferring it, instead of "natural history" and "art" for which there is a total of 150 minutes per week provided. The teachers have been informed that instruction in the German language shall serve the purpose to use it in teaching. Therefore something worthwhile should come out of it. Only 50 applications are necessary, instead of 75 as before in order to maintain and renew the course in the German language in any of the public schools. It seems certain that this should be comparatively easy to attain.

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Abendpost, July 14th, 1910.

WPA III, PROJ. 3077

The "German" Letters.

Mrs. Ella Flagg Young, the Superintendent of the Public Schools is planning to make definite changes regarding the instruction of "German." She will recommend in her next yearly report to substitute the Roman characters for the "German" in writing and in print.

She asserts that the "German" characters cause a greater strain on the eyes and that children who must learn to write both the "Roman" and "German" characters usually are defective in both. Mrs. Young expects to discuss this matter with eminent "Germans" in the city before she proceeds with the recommendation.

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Die Abendpost, May 19th, 1910.

German Instruction  
Schoolboard Facilitates Its Introduction In The Public Schools.

Yesterday, during the meeting of the School Board new rules were put into effect, which are important to Germans. German instruction is now easier obtained than it was during the period when Superintendent Cooley held office. Heretofore it was necessary to have 75 applicants in a school, in order to obtain German instructions, now only 50 are required. If 50 applications are signed, then the German language must be taught. Primarily, we are indebted to Mrs. Ella Flagg Young for this innovation. Commissioner Greifenhagen called school-Superintendent Mrs. Young's attention to the conditions which imposed restrictions on the teaching of German. Recently the Abendpost called attention to the case at the Wicker Park School where a large number of pupils of German parentage were deprived of German instruction, because of such stringent conditions that a change was necessary. This promoted Commissioner Greifenhagen to submit the facts to Superintendent Mrs. Young who also interested Commissioner Stein in the matter; he also favored the new regulation. German may be commenced in the 5th grade and continued thereafter in the Elementary Schools.

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Abendpost, October 17, 1909

### The German Lessons In Schools

The loss of the German language in the open schools of Chicago has been reported by the Abendpost on various occasions, and it is the business of the Germans in Chicago to find a way to improve the same. To maintain German Ways, German culture and German influence, in the development of the history of our new country, we must preserve the German language for ourselves and our descendants. With the loss of the German language goes the power of Germanism in this country. If the best results should be attained, domestic education must cooperate with school education. According to the Illinois law, German lessons in schools must be taught if a certain number of parents demand it. This law certainly seems to be much in favor of the system, and even an anti-German school board cannot suppress the teaching of the German language.

This law, however, does not fit our modern conditions. From Great Britain and Germany came the majority of immigrants. Other nationalities were in a great minority. The German element was the only large foreign element in this country. Conditions have greatly changed, as statistics of the present immigration proves. Poles, Bohemians, Russians, Hungarians, Italians, counted by the hundred thousands, are a political power and in many instances opposed to the Germans.



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They demand equal right in the teaching of their language if German is taught. The native-born take excellent advantage of this situation. Six years ago 30,000 pupils participated in the German lessons, whilst in the last year there were 6,827 students of German registered. This is a serious relapse. Many superintendents of schools are averse to the teaching of foreign languages, as they teaching of foreign languages, as they themselves speak only one language and have no understanding and love for others. If they have a chance to work against them, they will do so. One superintendent, instead of distributing the official questionnaire for the parents, just asked pupils if they wished to take part in the German lessons, mentioning that they would have to work harder though their work would not rate them higher in total achievements. Naturally only fifty-six pupils applied in the entire school, which number was insufficient according to the rules.

The Chicago German element must help themselves and give the problem more serious consideration. The parents of the children of German descent should demand the participation of their children in German lessons. The German citizens should place the power of their votes on this important cause. The German population

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is justified in this demand. The German language is one of the greatest cultural languages and it has a great educational value. One of the greatest sponsors has been our unforgettable Karl Schurz.

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Abendpost, Oct. 14, 1909.

# GERMAN LANGUAGE IN SCHOOLS.

During the monthly meeting yesterday of the officials of the German-American National Alliance a resolution was unanimously accepted, to urge immediately the promotion and furtherance of instructions in the German language in Chicago's public schools. The board of education, and the directors of the school board are favorably inclined toward this matter. Great efforts will now be made to prove the great advantage of knowing the German language not only to the German families, but also to the Anglo-Americans and others. A systematic plan of operation is being prepared.

Abendpost, September 6, 1909.

### GERMANS IMPORTANT AT SCHOOLS

The Abendpost, has received a copy of the rules of the schoolboard, with reference to the German language in schools. The study of the German language can be introduced at any elementary school upon the written request of seventy-five parents, or guardians, of children attending the school. No German class shall be organized with less than twenty-five pupils, except in the 7th and 8th grades, where twenty pupils will be accepted in the fall and fifteen in the Spring. The study of German may start in the 5th grade. Pupils can join one of the upper classes only if they are far enough advanced to participate. The German lessons shall be dispensed with if there are less than fifteen German students in any of the classes. The students can be distributed among other classes and can also be given permission to participate in classes in German held at the nearest school. Notices should be sent to all parents and guardians informing them that German lessons will be given in the 5th grade and other rules on the subject. This is the first time that the German Press has received a copy of the school regulations at the commencement of the school year and we think that this is due to the activity of a member of the schoolboard, Mr. O. F. Grunphagen, who has shown a very lively interest in the teaching of the German language in the schools.

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Abendpost, August 1, 1909

WPA (ILL.) PROJ. 30275

### GERMAN LESSONS

Mrs. Ella Flagg Young, the newly appointed female superintendent of the local schools, came yesterday to the offices of the School Board, to make preparations for taking over the management of the schools on the following day. The lessons in German, which heretofore have been treated very partially, will find in Mrs. Young, (so she declared to a reporter of the Abendpost) a sympathetic friend; however, no hope should be raised that it will find greater consideration.

An increase of the hours of the German lessons, and expansion of same in more classes, cannot be counted upon. Experiments were made several years ago to extend the German lessons to the third and fourth grades, but it has turned out to be too costly. The same still holds good today. She declared however, that she would not support a limitation of German instruction in the school. Of course the last word always rests with the School Board, though the recommendations of the superintendent in most cases will turn

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Abendpost, August 1, 1909

WPA (ILL.) PROJ. 30275

the scale. The German element of Chicago, which according to the statistical reports, is equal to the English one, has nothing to fear from Mrs. Young in regard to German lessons.

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Abendpost, May 14, 1908.

DR. GOBEL TO ILLINOIS.

Dr. Julius Goebel, former reader at the Harvard Germanic museum, was called to the chair of German at the Illinois university, as successor to the lately deceased Dr. Karstens. The appointment will go into effect on September 1st. Dr. Goebel was active for 13 years as a reader at the Leland Stanford university and left this institution after having had some differences of opinion with President Jordan. Dr. Goebel hails from Frankfurt, and acquired the degree of Doctor of Philosophy at the University of Tubingen.



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Abendpost, August 26, 1907

WPA (ILL) PROJ. 30275-

Acknowledgement  
(Editorial)

Under the heading "A Neglected Heritage" the "Chicago Tribune", yesterday (Sunday), printed an article in which every German-American, or any immigrant possessing a foreign tongue, but, especially, the "Tribune", and its "cohorts" as well as the city School Board, should be interested. The editorial calls attention to the German Kaiser seeking to further a study of the English language, in every possible manner, and that the business circles of Germany fully appreciate the great usefulness of many languages, especially English, and act accordingly, and that consequently the study of English is pursued with great zeal. Indeed, not as an intellectual objective, maybe, but for a more practical purpose meant to endow the new generation against economic competition. Great Britain and the United States do not indicate that they estimate the worth of the knowledge of foreign languages in the business world.

With this introduction the paper comes to the main issue stating: "The United States has a particular advantage in not being utilized. In this

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WPA (ILL.) PROJ. 30275

In this country are thousands of children whose parents are in command of a foreign language. In the public school the children learn only English, but are incompetent to express themselves fluently in their parent's language, or able to correspond properly in the same. All business organizations aiming for the expansion of American trade relations, should therefore, develop a corps of clerical help, capable of corresponding in two languages. Many foreign speaking nationalities are represented here, and one of the most valuable assets they have brought from their fatherland is negligently discarded.".....

This shortsightedness has found support in the American press, and, alas, approval by the superintendents of Chicago Schools, and thus it happened that the instruction of German in the Chicago Schools took a backward step in the last few years. While at the same time it grew in importance; this being gradually and generally recognized. What a confession from a bright intellect!

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Abendpost, January 20, 1907.

"HEINE'S YOUTHFUL SUFFERINGS"

WPA (ILL.) PROJ. 30275

Students of the German department of the "Northwestern University" performed last night in the County Club Building at Evanston before a large audience the drama: "Heines Youthful Sufferings" by Dr. A. Metz in the German language with excellent success. The public followed the performance with the greatest interest and the performance of the actors and rewarded them with much applause.

The performance gave ample proof of the activity and capability of the students and their able department chief, Prof. James H. Taft. During the intervals entertaining performances were given by Mrs. Minnie Fish-Griffin, by Heinischer, by Rob. Franz, etc.

The remarkable progress made in the German language by the performing students was very encouraging.



Abendpost, November 18, 1906.

(Vox Populi)

In the November meeting of the Board of the National German-American Teachers Seminary in Milwaukee it was noted with great satisfaction that the Chicago Schwaben Verein resolved to send \$100.00 to this institution as a contribution. The Seminary sees in the action of this Club a sign of recognition of its work in the service of education in general and in the concern of the German Americans in particular.

By this honoring of the institution the Club has also proved that in it lives the aptitude for the higher tasks, of the Germans, and that the Club is willing to prove it by deeds, wherever it is necessary, and therefore the honest thanks of all friends of this educational institution is due to it.

Respectfully,  
Max Griebisch,  
Director.

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ABENDPOST, September 5th, 1905.

WPA (ILL.) PROJ. 30275

**From The Schools.**

With the openings of the schools after the vacation, about 250,000 children applied for admission. Various changes have been made in the educational plan. One of the most important is the extension of German lessons. Also a new German grammar has been introduced, and the principle of teaching has been altered.

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Abendpost, April 27, 1904

WPA (ILL) PRO 1.30275

### GERMAN PROFESSORSHIP

The well-known brewer, F. J. Dewez, President of the Standard Brewery, has assigned to the University of Chicago \$2000. as an annual contribution for the creation of a German Professorship. The German Professorship shall be installed similarly to the Russian Professorship and shall carry the name "Dewes Professorship".



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Die Abendpost, January 23, 1903

WPA (ILL.) PROJ. 30275

**EDITORIAL: KEEP YOUR PROMISE!**  
**GERMAN INSTRUCTION.**

While the whole nation was revelling in "prosperity", to judge from all published reports, our School Board had to contend with a lamentable shortage of funds. This scarcity of the wherewithal was so acute, that it was necessary, with the profound regrets of Mr. Cooley of course, to limit and practically abolish German in the public schools, so that the children have practically no opportunity to learn this language in the free schools. The Germans protested against the crippling of this branch but they are sensible, and consented, when it had been proven to them, that there was no alternative and the promise was given, that the German instruction program will be improved as soon as the necessary money is forthcoming.

This period is now here. The money stringency has passed. For the 1903 school year considerably larger sums are available for educational purposes than have been in the previous year. For educational use, exclusive of building costs etc. \$7,082,074 have been granted, and last year only \$6,344,201. The Germans and other friends of German instruction have been promised, that the subject will be resumed when the means are found, but evidently no one thinks about keeping this promise. One feels assured that the dumb "Dutch" will forget it soon, and Mr.



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Die Abendpost, January 23, 1903

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Cooley's ingenious methods will eventually do away with it entirely.

Mr. Cooley devised an excellent scheme....The children are advised not to bother with it, and it appears it is the intention not to let them learn it. A diminishing of German speaking students is then a natural cause, and at the end of the school year, it can be shown that there is no demand for German instruction, according to numerical indications. For this great accomplishment, a salary increase of \$3,000 is probably not too much. The plan might work well, except for one thing: the Germans will not tolerate the swindle which has been and is connected with this part of the curriculum. They will not accept it meekly, nor will they forget the promise. They will demand that it be kept, and if necessary, they know how to exert the proper pressure to procure attention. Even German patience has an end.

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L. Viereck, Zwei Jahrhunderte Deutschen Unterrichts in den Vereinigten Staaten (Brunswick, 1903) p. 182.

## CHICAGO

German was taught in Chicago at the Washington School before the year 1865, Mr. Lorenz Brentano who at the time was School Superintendent suggested it and through his influence German became one of the languages which the School now offered. The first German instructor became Mrs. Pauline Reed, an extremely well educated young woman. In the year 1866 Mrs. Reed was transferred to the Karolina McFee School. The School already had an enrollment of 115 students. The experiment was a success and the School Superintendent decided that German instructions should be offered as he believed they were definitely a success. At the beginning it was announced that in the near future in all Schools where 115 children or more are in attendance and parents wish their children to take up the study of German, that such instructions be made available. Through this German was offered at once at four schools, the Mosely, Franklin, Newberry, and Wells Schools. In the next few years came the Cottage Grove, Kinzie, Carpenter, the LaSalle, the Skinner, Scammon and the Lincoln Schools all of which offered German. At the end of the school years 1870-1871, 4297 students took up the study of the German Language. 1441 students in the secondary grades; 2856 students in the primary grades.



Through the big fire, the city of Chicago, was in smoke and in an awful condition. Of course German instruction was ruined. After Chicago recovered from the shock it was decided in the year 1873 by the School Superintendent to appoint some one as director to organize and prepare German lessons. The one selected was Miss Regina Schauer. At the same time it was decided to have German prepared into certain courses. Heretofore, the teachers prepared and selected their own work in German.

Then in the year 1877 through the influence of the well-known attorney Mr. M. Corke, Dr. G. A. Zimmermann became head of the German Department. At the time 1912 scholars were taking German in 18 schools. Sixteen teachers were employed in the eighteen schools. The interest in German instruction among the public at that time had died away. The result was tremendous sensation.

In the year 1880 German was taught in twelve more schools and in three high schools. The teaching personnel consisted of 28 persons and the scholars numbered 3981. Four years later 10,696 scholars received German lessons in 43 schools from 73 teachers. When in the year 1885 German was again taught in the third and fourth grades the number of scholars reached 29,440 and number of teacher had reached 143.

In the year 1890 German was also taught in the suburbs in 26 schools. It was necessary to engage 207 teachers to teach 34,801 scholars and Dr. Zimmermann received a



most capable assistant by securing the services of M.T.River. In the year 1892 and 1893 German instruction had reached its peak. Not less than 44,270 scholars and 242 teachers were working under the direction of Dr.Zimmermann. Because of financial conditions the School Board was compelled to decrease its personnel, so German was taught only in the upper grades and this of course was a set back. Nearly one hundred teachers lost their positions and 20,000 scholars were unable to take German. However the teachers all of them received positions as English instructors.

Since that time however, the number of teachers and scholars have again increased. Since the last report 40,003 scholars asked for German instructions. From this amount 15,020 were of German descent, 12,195 Anglo-American and 12,788 belonged to different nationalities. These instructions were given by 210 teachers so that each teacher had 190 students. In the High Schools 2481 students took German, 1310 French and 12 Spanish.

As far as Dr.Zimmermann's report was concerned, the year ending 1899 was a most critical year as will be seen soon, as just a big crisis had past for the School Board. Even as early as the year 1900 the School Supt. was ordered to discontinue altogether German instructions due to financial conditions. One such proposal which had even the





support of such an influential newspaper as the "Times Herald", also agreed that German instructions should be discontinued. That is why in the year 1900-1901, 42,000 students took German in the public schools and 3000 students took German in the High School. In the public schools 215 teachers and 27 teachers in the High School. Since then unfortunately there has been a steady decline. Mr. E. G. Colley, the present School Supt. was asked a direct question by the Author which Mr. Colley recently answered. "Since you made your inquiry, the situation has changed somewhat. Since 1902 the special teachers were ordered to supervise a classroom and to teach German and other courses and subjects. The German teacher now teaches German in her own classrooms but also teaches German in other classrooms in the same school. During the time the German teacher teaches in another classroom her own room is being occupied by the teacher whose room she is using and that teacher teaches another subject outside of German and sometimes more than one subject. In this way, you will note that the cost is reduced which otherwise would exist through the German Instructions, as now it isn't necessary any longer to engage special German teachers also, these teachers now receive only five dollars a month extra. In the High School there has been no change, German is being taught there just as before. By the end of February 16,269 students in the Elementary schools will have taken German. The rule for the Elementary Schools are, that at least 75 students have to ask for German Instructions be-



fore a German teacher will be engaged to start a class when there are at least 25 students present."

As far as the letter of the Superintendent was concerned he had about 60 per cent of the public schools offering German Instructions. But since something like this has happened for the past ten years and afterwards always turned out better there is hope that this report will not be the worst one.

Through Dr. Zimmermann's efforts he finally succeeded in awakening the interest of the public again. He made several changes in the methods. Discarded a four hundred page book containing too many rules and replaced this one through a practical reader.

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WPA (ILL.) PROJ. 30275

Abendpost, Nov. 7, 1902.

## NUMBERS SPEAK.

How much German instruction in the Public Schools was crippled by the hostile regulations of Mr. Cooley can be seen by the school attendance list that was published by the school board today. The number of the pupils learning German is given as only 19,284 compared with 33,199 of last year, a decrease of 13,915 while the list shows a general increase in the number of pupils. In spite of this increase of school attendance the number of teachers received a reduction of 455, 5385 instead of 5840. At the high schools occurred also a retrogression of 86 students and the pupils of the normal school increased only by 7.



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GERMAN

Abendpost, August 27, 1902.

WPA (ILL.) PROJ. 30275

ONLY FORTY SIX OF ONE HUNDRED  
THE RESULT OF THE RE-EXAMINATION OF GERMAN TEACHERS

The result of the examination of the teachers of the German language in the Public Schools who were not yet in the possession of a teaching certificate for regular instruction branches is now generally known. The number of the aspirants was one hundred. Of these forty-six passed and fifty-four were rejected. Of the sixty-two members of the regular teaching staff who applied for a certificate for instruction in the German language thirty-one passed the examination.

The examination commission consisted of A. G. Lane, Alfred Kirk, Henry C. Cox, S. C. Rossiter, C. D. Lowry, R. D. Hitch, J. Mc Carthy, W. C. Dodge, Emma March, Lizzie Buckley, Agnes Heath and Emma Mann.

Examination subjects were: Music, Drawing, Natural History, Arithmetic, History and English. Mr. Cooley will offer to the rejected teachers a special course at the Municipal Teachers Seminary so they can prepare themselves for a regular engagement at the Public Schools.

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GERMAN

Abendpost, July 25, 1902.

WPA (ILL.) PROJ. 30275

### THE GERMAN CLUB OF THE UNIVERSITY OF CHICAGO

Like the Northwestern University in Evanston, the University of Chicago has also its German Club whose members speak German exclusively at the weekly meetings and special festivities. They apply themselves to the study of German literature, German scientific spirit and German social life. President of the Club is Miss Henrietta Becker who is a teacher in the institution of Mr. Harper and also has the title "Doctor." Yesterday another sociable evening of the Club took place on which Mr. Wilhelm Vocke was a guest of honor and held a lecture about "the German-American citizen."

The sociable part was preceded by a banquet in the Quadrangle Club.

Abendpost, February 17, 1902.

### THE GERMAN INSTRUCTION

Dr. G. A. Zimmermann, the Superintendent of instruction in modern languages, reported to School Superintendent Cooley that 62 per cent of all pupils who participated in German lessons were not of German origin. This proves that the statement, that only one class of the population benefits by German instruction, is not correct.

In the school year 1901 German instruction was given in 232 schools, the total number of pupils were 41,932. Of these were 15,826 of German, 13,129 of English-American and 12,977 of other nationality...

In the High Schools 2726 pupils were registered.

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GERMAN

Die Abendpost, September 13, 1901.

WPA (ILL.) PROJ. 30275

**FREE TEXTBOOKS. THEY ARE TO BE DISTRIBUTED.**

**NEW FIGHT AGAINST TEACHING OF THE GERMAN LANGUAGE IS APPARENT.**

Although the schoolbooks have been procured for all the pupils at public expense, so far not one has been distributed. They have remained unused since last week. The delivery was accomplished shortly before the German Catholic Societies obtained a write of injunction. The School-principals were not included in the court order, but evidently they fear, that they may be included. They were not willing to come into legal conflict, so they left the books in the packing cases, otherwise they might be apprehended for ignoring the court decisions. Yesterday the Schoolboard members Dr. Hartung and Rowland brought up the matter during the session of the committee. Mr. Frank Loesch made a motion that the books should be distributed. Loesch and six others were in favor, two dissented...Mr. Keating, in explaining his objection said: " It does not appear ethical to him, that the Board of Education resorted to strategy in order to temporarily circumvent a court order.

Attorney Monroe, who had the injunction issued, at the behest of the German Catholic Societies, i.e. Mr. Peter Kill, induced Judge Vail to include Mayor Harrison, Mc Gann and City Treasurer Gunther in the petition. Until further notice, these officials cannot make any payments for the books, which the Board brought

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GERMAN

Die Abendpost, September 13th, 1901.

WPA (ILL.) PROJ. 30275

for the free use of the pupils." Mr. Monroe threatens to apprehend all, who have ignored the edict and to prosecute them for contempt. Mr. Loesch announced to-day, that 95 % of the books have already been given to the children. Chairman Loesch announced two subjects for discussion, which he likes to have disposed of before January 1st. One concerns the discontinuation of the German language instruction in the Elementary schools, the other.... that married women teachers, shall be stricken from the list.

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Abendpost, February 16, 1901.

WPA (ILL.) PROJ. 30275

### GERMAN INSTRUCTION IN SCHOOLS.

Eight applicants took part in a special examination by the department of German instructions in public schools. Five of the applicants, who obtained the highest rating, were employed immediately.

The special department of the city's Normal School, namely the department for German instruction, which was opened last Monday, enjoys a surprisingly great popularity.

Not only all have of the students enrolled for instruction, but also some of the teachers of the institution.



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GERMAN



Illinois Staats Zeitung, Oct. 29, 1900.

### GERMAN INSTRUCTION.

p. 5.. A meeting under the auspices of the United German Societies was held at the Orpheus hall yesterday. The original purpose of this meeting was to protest against the discontinuance of German instruction in the public schools, effective November 15th. Although immediate discontinuance of German instruction was not imminent, the society deemed it advisable to meet in conference and discuss the future of the German language in public schools.

Mr. Leopold Saltiel, chairman of the meeting, reported on steps undertaken by the organization. When the executive committee of this organization learned of the school board's plan, Mr. Saltiel got in touch with the mayor. He informed him of the energetic protest the organization is planning.

The mayor replied that Judge Tuley was responsible as he had assigned the sum of \$125,000 of the school board's money to the building fund. Mr. Harrison then offered to consult with Mr. Harris, president of the school board. The latter informed Mr. Saltiel that German instruction will be maintained in the public schools, although the funds will have to come from some other source.

A debate followed during which Mr. Newmann expressed the opinion that instruction





Illinois Staats Zeitung, Oct. 29, 1900.

in German in our public schools was not given by conscientious teachers. He spoke of persons who lacked adequate preparation. He contended, that to dispense with German instruction is preferable to the method used.

Mr. Donat warned against hasty decisions, and advised prudent procedure in this matter. "Moreover, he said, "the teaching of German in the public schools is not as bad as was intimated." In defense of the German instructors in the public schools, Teacher Zutz said: "The real reason why German teachers of repute do not care for our public schools, is to be found in the fact that there is no certainty of tenure. Therefore, it is of utmost importance to secure the necessary funds for this branch of education. It is up to the school board to secure from the city council the necessary funds and thus to avert serious consequences. This suggestion should be made to the members of the school board by the central committee of this association...."

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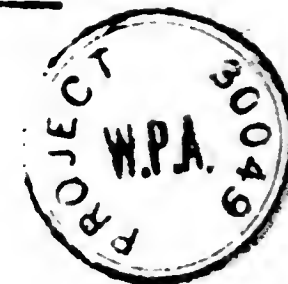
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GERMAN

Die Abendpost, October 26, 1900.

GERMAN INSTRUCTION. IS NOT TO BE CURTAILED.



The School-board Committee faced a difficult problem when its appropriation was exhausted and a simple expedient was, to eliminate all of the less important branches of the curriculum... The German language was included in this classification and instruction therein was to be dispensed with for one and a half months... in order to save expenses for salaries. Ways and means were eventually found, to solve the financial stringency... "The German Alliance," an Association of German clubs, whose convocation at the auditorium made such a profound impression throughout the land and even Europe, when it voiced its objection to the Government's friendly attitude towards England, did not consider it appropriate to interfere with the schoolboard's procedure in regard to the German tuition problem... But a recently founded club, whose originator has little influence in German circles- expressed itself in a threatening manner;- its resolution was couched in such audacious and improper terms, that the school-board did not even consider it and merely placed it into the files.



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Illinois Staats-Zeitung, Oct. 18, 1900.

THE UNITED GERMAN SOCIETIES.

p. 5 - The Executive Committee of the United German Societies met in conference last night. A letter of protest having been read and approved was sent to the school board. Then, a petition with 1,500 signatures, drawn up by Mrs. Hulda B. Fox, a teacher at the George Howland School, was read. The contents of the petition are as follows:

"The undersigned tax-payers of Chicago desire every advantage which the public schools may offer to their children. These words of the great poet Goethe are well known: 'To know well one's own language one must also know another one.' We ask the esteemed members of the school board not to curtail the teaching of German in the public schools at any time during the regular school year. German as taught in our schools is undoubtedly an



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Illinois Staats-Zeitung, Oct. 18, 1900.

asset to education. Therefore, the undersigned request the school board to maintain the German classes in our public schools."

Arrangements are being made for a protest mass meeting which the entire German population of Chicago will be invited to attend.

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Illinois Staats Zeitung, Oct. 18, 1900.

### GERMAN IN THE PUBLIC SCHOOLS.

At the end of yesterday's school board meeting... the following letter sent by Mr. Albin, secretary for the United German Societies was read:

"To the Esteemed Members of the School Board,

"Gentlemen:

"This is to inform you that the executive committee of the Central Organization of German Societies has taken steps to safeguard the interests of the German language in the public schools. Chicago's entire German population will protest most energetically against the discontinuance of German instruction.

Respectfully,

C. Alvin,  
Secretary."

Mr. Davis, a member of the school board considered the letter impolite and

Illinois Staats Zeitung, Oct. 18, 1900.

proposed to ignore it at the present time. He met with no opposition.



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GERMAN



Illinois Staats-Zeitung, Oct. 17, 1900.

### INSTRUCTION CURTAILMENT IN SCHOOLS.

p. 4 - The financial status of our school department is never bad except when it comes to teaching German, gymnastics, drawing and singing in our public schools. Shortage of funds is said to be responsible for shortening the period of instruction in these subjects by one month. The financial mismanagement is so great, that education has to be curtailed. What a disgrace for Chicago! The continuous interruption in the teaching of these important subjects may prove quite disastrous to the students. German was added to the curriculum of public schools way back during the Civil War. Despite the heavy financial burden incurred by the war, Chicago was able to maintain a broad and extensive public school education. And now during the greatest period of prosperity the nation has ever had, Chicago, for financial reasons, has to shorten the school year for those important subjects. The Americans are a shrewd people and they should be able to do something about it...



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Abendpost, October 15, 1906



GERMAN

German Instruction  
How Teachers Make Children Disgusted With Participating  
(in German Classes) in Spite of Our Warning.

In the Louis Nettelhorst School, - named after the late German "Turner" and President of the School Board - German instruction was omitted for the new school year in the sixth and seventh grade. In vain were complaints made of many parents to the Principal of the School, to the President of the School Board, Emil Ritter, whose own children are affected by it, and to Superintendent Cooley.

The number of pupils who registered for participation in German instruction had sunk to nineteen, and the classes depend on the participation of twenty-five students. By entering the fifth grade the parents must obligate themselves that their children shall take up the full four years' course in German.

It is a fact that the class teachers of this school did not take German very seriously; there were even reports of cases, in which the teachers threatened some children that they would not pass if they did not quit the German classes.



GERMAN

Abendpost, October 15, 1906

Why just this study should prevent promotion, and not also the participation in any other "fad", can only be explained by hatred against the German. The Principal complains besides, that it is so hard to get good German teachers; for this they need not wonder after the systematic cutting of German instruction, and still they would be available without doubt if the teachers themselves would not be disgusted.

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GERMAN

Die Abendpost, July 7, 1900.

IN THE INTERESTS OF THE GERMAN LANGUAGE  
AND GYMNASTICS (TURNEN.)

At the Delegates meeting of the German Association, which met yesterday evening, it was considered essential, that particular efforts must be used at this time, in order to maintain German instruction. Its program progressed satisfactorily and at a lively pace.

Five representatives of the "German Alliance" were also present- the latter is a Central Organization, which was called into existence last year, by the same clubs who consider the present questions and a quorum was nominated and instructed by the delegates to interview the Mayor today. This delegation should submit the resolutions which have been adopted by the assembly to Harrison.

" In consideration of the systematic curtailment and antipathy which the German language and Turn instruction (Gymnastics) have to contend with, at the hands of the present administration, the Delegate-meeting of German Associations have



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Die Abendpost, July 7, 1900.

adopted the following resolutions.

" We, desire, not as Chicago citizens of German origin but in the interests of the education of our youth, and the consequent standard of public culture, that, aside from English, the most important language of the present era, is German; it therefore should be protected and cultivated in all its branches.

"Furthermore, we request in the interests of the physical development of the new generation, that Turn-instructions should be obligatory in all public schools."

" We hereby declare, that we hold the Mayor Carter H. Harrison responsible for all further curtailment and antipathy which may be displayed to the above two phases of instructions, in consideration of the fact that the mayor has the privilege of appointing the Schoolboard during the tenure of his administration."

The representatives who called on the mayor were : Mrs, P. Dupre and E. Stowronski also the gentlemen, K. Haerting, F. Nebel, L. Saltiel.



GERMAN

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Illinois Staats-Zeitung, June 26, 1900.

IV (Norwegian)

MEETING OF GERMAN SOCIETIES.

IV (Bohemian)

p. 5. The delegates from German societies, responding to the call of the executive committee for intellectual activity, of the Turner district of Chicago, assembled at Haendel's Hall last night. An extraordinary interest in the movement for unlimited German instruction and gymnastics in public schools, was shown by the large attendance at the meeting. A lively debate followed the proposal, for the election of a permanent chairman. Many of the delegates contended, that the Society of German Citizens of Chicago and Suburbs, founded some time ago, has already begun its activities in that direction. That association has already submitted its protest, to the school board and to Mayor Harrison, last March. But the majority of the delegates, did not share this view point, therefore, it has been decided to form a new organization.



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Illinois Staats-Zeitung, June 26, 1900.

The election of a permanent chairman was deemed unnecessary. This resulted in the temporary election of Mr. Leopold Saltiel as president and Mr. Charles Alvin, secretary, for the evening only. Mr. Alvin declared in his speech, that not the members of the school board, alone are to be blamed for their antagonistic attitude, toward the German question. The principals and teachers in public schools, are equally as much opposed to German instruction. He cited an instance, where two children of German extraction were deprived of their privilege to choose between the study of German and the study of Latin but were given definitely to understand, that German was out of the question. Nevertheless, in both instances, the parents were ultimately the victors. Furthermore, Mr. Alvin asserted the opposition to the German and the stand taken by the school board, are largely due to the attitude of the Bohemian member of the school board, Mr. Walleck. Due to his intrigues, one of the city's Norwegian societies was moved to approach the school board with the suggestion that the instruction of all foreign languages in public schools be abolished.



Illinois Staats-Zeitung, June 26, 1900.

Through the kind services of Mr. Walleck, a copy of this decision reached the school board. As none of the members had any knowledge of who supplied them with a copy of that document, a search for the evil-doer was begun, by Mr. Meier, one of the members of the school board. This led to the discovery of Mr. Walleck, and of the trick he played. Following a lengthy debate, it was decided to appoint a committee, which would be assigned the task of drawing up a plan for a permanent organization. The report of this committee is expected to be read at the July 9th, meeting.



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GERMAN

Die Abendpost, June 26, 1900.

## TO PROMOTE GERMAN LANGUAGE INSTRUCTIONS.

A new "Central-Association" of German Clubs, will throw the gauntlet to its enemies. A mighty association has been created which is to function as a new alley for those who favor the continued instruction of German in our public schools. It found its inception yesterday evening at the Haendel Hall, brought to life by the Delegates of which Mr. Leopold Saltiel was the Chairman, and Karl Alvin its secretary. The next meeting will be on Monday, at 8 P.M. Room 301 of the Schiller Building.

It was resolved, that each club which was represented by delegates, should contribute equal amounts. At the beginning of the meeting, several delegates asked the question, whether it was actually necessary to form a new association to promote the interests of Chicago-Germans, since the recent Protext-meeting against a friendly alliance between the United States and land-grabbing Great Britain, produced the Confederation of German citizens of Chicago and vicinity which raised vigorous objections at the mayor's office and also at the School board to the plan, which proposed to curtail German instruction in the public schools. The ups and downs of our local Germans are, after all, well taken care of by that club, which is composed of representative citizens. A new "association of delegates" which has the identical object in mind, is absolutely superfluous.

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GERMAN

Die Abendpost, June 26, 1900.

The ladies and gentlemen, which promoted the meeting at the Haendel Hall, were of another opinion, and so, regardless, will form the new Central Association.

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GERMAN



Illinois Staats-Zeitung, June 13, 1900.

A GOOD BEGINNING.

p. 5 - In response to the invitation from the Chicago Turner Societies, every German society of the city, sent its representatives to last night's meeting at Eicke's Hall. As a result, the hall proved much too small, and the meeting had to be adjourned. The committee for intellectual activities was requested, to make arrangements for a meeting as soon as a larger hall can be found. Mr. L. Saltiel was elected president, and Mr. Charles Alvin secretary of the temporary organization. The purpose of this meeting was to organize a movement among the German population of Chicago, to protest against the curbing of German instruction and gymnastics in public schools.

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GERMAN



Illinois Staats-Zeitung, June 4, 1900.

AN APPEAL TO THE GERMAN SOCIETIES OF CHICAGO.

p. 5. The Germans of Chicago are well aware of the fact that a certain group here is trying to have the German language and gymnastics eliminated from the public school's curriculum. The enemies of the German language have so far succeeded in having instruction of German in public schools curtailed considerably. But they will not be satisfied unless they can be complete victors in this fight against better education as advocated by them.

This has prompted the Chicago Turner district to action. It was decided at their last meeting to entrust the committee for intellectual aspirations with the task of interesting the Germans of Chicago more deeply in the present fight for retention of the German language and German gymnastics in public schools. In compliance with this decision, the committee



Illinois Staats-Zeitung, June 4, 1900.

invited all German societies of Chicago to send their representatives to a joint meeting, at which ways and means will be discussed on how to remove the danger of elimination of the German language and gymnastics from public schools. The meeting will be held June 12th at Eicke's Hall, Randolph Street. Each society is requested to send two delegates and to provide each delegate with a letter of credentials. Every German society, regardless of its political alliance, its religious belief, or sex of its membership, is entitled to cast its vote at the meeting.

The Committee of the Chicago Turner District.

Illinois Staats Zeitung, June 2, 1900.

WPA (ILL.) PROJ. 30275

AN IMMENSE SUM SAVED.

p. 8.. The teachers of the German language in our elementary schools were forced to begin their summer vacation yesterday. The German instruction in elementary schools has ended four weeks earlier this year. The reason is the insufficient appropriation allowed this branch of the educational system.

Of course, with the \$4,000 saved, the school board can easily afford to pay the May and June salary to the former superintendent of schools, who is now sojourning in Europe, before taking up his duties as director of the State University of Nebraska.

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Illinois Staats-Zeitung, May 25, 1900.

GERMAN

[FOREIGN LANGUAGES AND THE PUBLIC SCHOOLS]

p. 5 - Mr. Walleck, a member of the school board committee, made repeated attempts yesterday, when the school board met in conference to submit his proposed resolution for acceptance. Mr. Walleck's contention is that in schools which are attended by pupils, at least 50 percent of whom are descendants of one nationality, it would be necessary to teach the native language of their parents also.

This resolution was rejected by a large majority. Mr. Dawes, also a member of the school board, thought this an excellent opportunity to denounce German instruction in schools. He declared that it had been an error to introduce the German language in the schools, but that it would be a wise decision to eliminate it from the school plan at the earliest possible moment.

Dr. Stolz spoke in defense of German instruction. He stressed the pedagogic value of teaching German, whereupon Mr. Walleck assured Dr. Stolz that the resolution was not directed against German instruction. Of course, Mr. Dawes then felt so cheap, and, knowing that he had made a fool of himself, was not heard from during the rest of the evening.







Illinois Staats Zeitung, Feb. 27, 1900.

THE GERMAN LANGUAGE IN SCHOOLS.

The School Board's committee, whose task it was to pronounce the final decision in the well known German controversy met yesterday and announced that the appropriation for this branch of the educational system had to be reduced to \$135,000. The Finance Committee's plan, to shorten the instruction period of the regular school year by one month, has met with defeat. Messrs. Claussenius and Brenan, members of the School Board, were the first to protest against such a plan. Dr. Zimmermann, supervisor of the German department, said that with a grant of only \$135,000 the German instruction could not be carried on, beyond eight months of the year. Dr. Zimmermann insisted, that the grant of \$14,000 more is necessary, in order to retain the present staff, teaching German in public schools. Dr. Stolz, chairman of the committee declared, that the School Board is concerned only about the instruction of the pupils. The security of the teacher's position, does not enter into this question at all. Dr. Stolz declared himself fully in accord with the plan of the Finance Committee. He was the only person who was in favor of this plan.

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GERMAN



Illinois Staats Zeitung, Feb. 23, 1900.

### ANNIVERSARY FEAST.

The Society of German Teachers celebrated its first anniversary last night at the Union Hotel, with Dr. Mencke as master of ceremonies. The first speaker of the evening was Mr. E. A. Zutz, who was followed on the speaker's platform by Dr. Gustav A. Zimmermann, supervisor of German instruction in public schools. Briefly, he expressed his hopes, that the dark clouds, hanging so threateningly over the German language in schools, may dissolve before any serious effect takes place.

The third speaker was Mr. Chris Meier, who was heartily greeted by the audience. He said in his speech, that the German instruction in public schools has always been threatened with discontinuation. The Anglo-American, he said, is ever ready to attack the so-called "fads" and according to him, teaching German is one of these fads.....

The next speaker, Mr. E. F. L. Gauss, assistant librarian at the public library, commended his address by asking: "Did Edison speak German? Did Shakespeare speak German? Did Milton speak German?" And then said: "This highly



Illinois Staats Zeitung, Feb. 23, 1900.

intellectual and commendable dialogue, which took place during a meeting of the School Board yesterday, is just the thing, to mix a little humor into my address.... I wish to speak of this affair as the affair of our people, and their further intellectual development..... There have been arguments that with almost every foreign nation well represented in this country, teaching their native languages would seem just as important as is the teaching of German. But German is the mother tongue of the largest group of the foreign element composing the American nation, a nation which is still in the state of development. But this is not the exact reason either. It is, because the entire American intellectual life is based upon it.... The German language should become one of the principle subjects, taught in every school of America, because it is one of the most important disciplines in the nation's cultural development....

Goethe, the great German poet said: 'To have no knowledge of any other language but one's own, is to say that one does not know one's own either'....

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GERMAN

Illinois Staats Zeitung, Feb. 22, 1900.

WPA (ILL.) PROJ 30275

### GERMAN IN THE SCHOOLS.

"Mr. Superintendent, does Edison speak German?" "No!" "Did Milton speak German?" "No!" This "highly intelligent" chat, took place yesterday, between Mr. Harris, the president of the School Board and Dr. Andrews, the superintendent of schools, at an open meeting of the School Board. These two men are at the helm of our school system, and due to the positions they hold, are expected to be an example to our youth. What a demonstration of their intelligence they exhibited at this meeting!

This dialogue was the "counter argument" to the speeches, delivered by the members of the School Board, Messrs. Meier and Schwab and Dr. Stolz, in course of the debate, which followed the finance committee's announcement that a considerable reduction of the appropriation for German instruction in public schools is contemplated.... Mr. Chris. Meier, another member of the School Board, insisted that there should be no reduction for this branch of the educational system.... Mr. Meier said: "I consider it an injustice to limit the instruction in a branch of the educational system, which has been added, because its importance has been recognized.".... Another School Board member, defending

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GERMAN

Illinois Staats Zeitung, Feb. 22, 1900.

WPA (ILL.) PROJ. 30275

the German language, was Dr. Stolz who said that at this meeting he does not speak as a German nor as a representative of a German organization, but as a member of the School Board, who is convinced of the importance of German instruction.... A special meeting in this controversy will be held February 28th.

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GERMAN

Die Abendpost, February 22, 1900.

WPA (ILL) PROJ. 50775

GERMAN INSTRUCTION  
PRESIDENT HARRIS OF THE SCHOOLBOARD IS OPPOSED  
TO IT

The Finance Committee of the local Schoolboard submitted "the revised" budget-plan to the administration yesterday and, among other items, it contains the following changes:

First recommendation:		Second recommendation
German language instruction	\$126,000.00	\$135,000.00
Gymnastics	11,400.00	10,800.00
Normal School	47,000.00	45,600.00
Kindergarten	86,500.00	78,500.00

Although an increase from \$126,000.00 to \$135,000.00 for German tuition has been granted, it represents \$15,000.00 less than during the previous year. Schoolboard members Meier and Dr. Stolz, asked for a duplication of the previous appropriation of \$150,000.00.



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GERMAN



Illinois Staats - Zeitung Feb. 21, 1900.

## GERMAN INSTRUCTION IN PUBLIC SCHOOLS

It is customary, that whenever something goes wrong, or finances necessitate the reduction of expenditures in public schools, it is always the German language which suffers from the attack.... A local English newspaper made the idiotic remark, that teaching German in schools is simply a "farce without any educational value". Perplexed at this, we ask: What are the causes for these malicious attacks? The answer could be found in the blind hatred for anything foreign, with especially deeply rooted hatred for the German people and their language. The German's usually bright outlook on life, and their well known capability in trade and profession is scoffed at, just because the beneficial influence of the German spirit and German activity has been felt, but for lack of understanding is hated. Wasn't it the German immigrant who transformed this western part of this great and glorious country, which was nothing but a wild and devastated land, into fertile fields? German intelligence, their untiring diligence and thrift, was influential in all phases of business and professional life. To whom are we especially indebted for introducing and cultivating music in this country? It was again the German element. Therefore they are justified in cultivating and preserving the German language and German customs. Another reason why teaching German in schools does not meet with more enthusiasm is



Illinois Staats - Zeitung Feb. 21, 1900.



found in the fact, that most people have no understanding of the value of knowing a foreign language.... However, a certain indifference by a large number of German-Americans, could be looked upon, as supplying added strength for these attacks.... The financial dilemma of our School Board, is the cause for the present attack on the German language. There are numerous things causing this condition, but we are not inclined either to investigate nor to discuss this. We are disinclined to blame the School Board for this deplorable situation, for it is our candid opinion that most of its members have the welfare of the teachers as well as that of the school at heart. Will the financial ills of the School Board be cured, if the German language is dropped from the school plan?.....

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Illinois Staats-Zeitung, Feb. 12, 1900.

GERMAN



[GERMAN IN THE SCHOOLS]

The committee in charge of drawing up a protest in the German controversy submitted the document to the delegates of the turn societies for their approval today. The text of the unanimously approved protest is as follows: "The turn societies of Chicago are very anxious and uneasy in regard to the proposed reduction of the appropriation for certain instructions in public schools so necessary to modern education. The turn societies are well aware of the fact that the School Board's task in the present crisis is not an enviable one. The School Board experiences the difficulty of a financial crisis, and deems it necessary to limit the instruction of German gymnastics, drawing, music, and kindergarten work. It is the opinion of these societies that no modern educational system can be considered complete, without the teaching of those subjects. Considering further, that through these proposed limitations the efficacy of the school system would be badly shaken, we, the representatives of all turn societies of Chicago, raise our voices in protest against any possible limitations of the aforementioned subjects. It is our advice to the School Board to do its utmost in order to avert this financial crisis."

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Illinois Staats-Zeitung, Feb. 10, 1900.

GERMAN

GERMAN IN THE SCHOOLS

The Central Alliance of German Military Societies of Chicago and Suburbs resolved at its recent meeting, to protest categorically against the intended decrease of the appropriation for German instruction. The letter of protest is as follows: "It is nothing new for the School Board to feel that it has to lower the expenditures of some branch of the educational system. Nor is it new, that the German department was chosen at every crisis of that kind as being able to most easily stand the savings. It has been found, however, that children who learn German are quicker to absorb the grammar of their own mother tongue, the English language. The saving proposed by the School Board must not only be prevented, but in our opinion, the German instruction in schools should branch out more extensively. This society has authorized its committee to send a copy of this declaration to all newspapers, to the mayor, and to the School Board."

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GERMAN



Illinois Staats - Zeitung Feb. 10, 1900.

### DEFENDING GERMAN INSTRUCTION

A meeting of delegates of the German Turn societies was held yesterday, to discuss ways and means of stopping the School Board Committee, from expressing their hostility against German instruction in public schools. The School Board also intends to decrease the appropriation expended for athletics and art in the schools. Present at the meeting, held at 106 East Randolph Street, were delegates of the following turn societies: Aurora, Vorwaerts, Grand Crossing, La Salle, Rautenberg, Almira, South Chicago, Eiche, Kensington, Schweitzer, Lincoln, Chicago Turngemeinde, Westseite Turnverein, Sudseite Turnerschaft, Einigkeit, Sudseite Turngemeinde, Fortschritt, Voran, Teutonia, Freiheit, Almira, and the Bezirksvorort. Max Koelling of the Chicago Turngemeinde was chairman and Fritz Czolbe from the Board of Executives, corresponding secretary.

The committee appointed at last week's meeting reported, that it contacted the proper authorities regarding teaching German in schools, but with hardly any success. All the delegates then joined in a lively discussion on that matter,



Illinois Staats - Zeitung Feb. 10, 1900.

with the result that a special committee was appointed consisting of Jacob Ingenthron, Leopold Grand, Dr. Hartung, A. H. Heinemann, and Max Koelling. The duty of this committee is to prepare a protest against any eventual limitations of German instruction, gymnastics, singing, drawing, and in the field in kindergarten work. This document shall be submitted to the delegates for ratification at tomorrow's special meeting.

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Illinois Staats - Zeitung Feb. 1, 1900.

### GERMAN INSTRUCTION IN HIGH SCHOOLS



As far as I know, the attacks upon the German instruction in public schools did not include high schools, but for the sake of the truth, I consider it my duty to write this letter in defense of German instruction in public schools. My classroom consists of 50 pupils, 33 of whom have received German instruction at intermediate schools, the rest had no knowledge of German when they entered high school at all. In order to say anything in favor of teaching German, I have to give an illustration of the two groups, and of their respective success.

The larger group took up work of second year high school immediately and the smaller group commenced with first year work therefore a comparison even for the first year is out of question. Based on my six years experience I must say, that the knowledge imparted to children in intermediate schools, makes itself known even in the higher grades of high school..... The fact remains, that the earlier the instruction of a foreign language commences, the better the pupil will be able to think and express himself, in that language when speaking.... It has also been found, that pupils who study a foreign language, find less difficulty in the study of other subjects.

Charlotte Sievers  
Englewood High School

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Illinois Staats-Zeitung, Jan. 31, 1900.

GERMAN

[GERMAN LANGUAGE IN THE SCHOOLS]

The English press of Chicago with the exception of the Chicago Record kept neutral in the question of German instruction in public schools. The Chicago Record paid tribute in its yesterday's issue to Dr. Andrews, the superintendent of public schools, for his hostile stand in this case. It would be far better for both to reverse their hostility.





Illinois Staats - Zeitung Jan. 30, 1900.

WPA (ILL.) PROJ. 30279

## GERMAN INSTRUCTION

Dr. Zimmermann, the superintendent of the department for German instruction in public schools, and the 3 members of the School Board, Messrs. Meier, Stolz, and Clausenius, met in conference to discuss the problem which arose, in regard to teaching German in public schools. These gentlemen are of the opinion that the instruction of German in public schools should receive more attention or at least the same sum of money should be appropriated for this purpose as last year. This branch of the educational system, which employs about three hundred special teachers, received an appropriation of \$150,000 last year, while the Finance Committee now desires to reduce the appropriation to \$126,000 this year. Superintendent Andrews with the full support of his district superintendents Kirk, Delano, Sabin, and Lewis declares that the teaching of German is not as important as other subjects, therefore it is that subject which should be dispensed with. They are of course only Andrews' echo. Yesterday we heard a pedagogue, very well acquainted with this city's conditions say: "...The appropriation for German instruction in public schools, should be at least \$200,000 and for physical culture \$35,000." Messrs. Meier and Stolz, members of the School Board, questioned superintendent of public schools Dr. Andrews directly, whether he really was in favor of abolition of German instruction in public schools, and following is the reply of this great diplomat: "I am and always have been in favor of German

Illinois Staats - Zeitung Jan. 30, 1900.

WPA (ILL.) PROJ. 30275

instruction. I consider it an important branch of our educational system, but as one of the subjects taught has to be discontinued, I do believe that we can easiest dispense with the instruction of German, for it is among all the subjects taught, of least consequence in our educational system, and the big sum expended for it, could be easily saved. But I say again, I am not opposed to German instruction, the way it is given in our schools now." Mr. Schwab, member of the School Board promised to insist on an increased allowance for German instruction...

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Abendpost, September 5, 1899.

WPA (ILL.) PROJ. 30275

CHICAGO UNIVERSITY ARRANGES A COURSE IN GERMAN.

It is highly commendable that the management of the University , in arranging special courses, has been particularly thoughtful of those, who desire to study German language and literature. The curriculum provides instructions in the German language, and a course in modern German poetry.

Abendpost, July 13th, 1899.

WPA (ILL.) PROJ. 30275

### LESSONS IN GERMAN IN CHICAGO SCHOOLS.

Dr. G. A. Zimmermann, the Superintendent of instructions in foreign languages at the city schools, turned in his annual report to the Board of Education. The report contains a number of citations from famous men of all ages regarding the benefits of teaching foreign languages. Particularly recommended was the study of modern living languages in preference to the so-called classical ones.

Of special local interest are the following statistics in the report. The German language is being taught in the four higher grades of all Primary Schools, as well as in all High Schools. The average number of pupils, who regularly attend the course in German is 33015. Of these are 15020 children of German parents, 12195 children of Anglo-American parents, and 12788 children of various other nationalities. The number of pupils studying German increased 2324 over the previous season.

At the Primary Schools 210 teachers gave instructions in German. At the High Schools 2451 pupils took lessons in German, 1310 received lessons in French,

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GERMAN

Abendpost, July 13th, 1899.

WPA (ILL.) PROJ: 30275

and 12 only in Spanish. There were engaged 22 German teachers, 15 French instructors and one Spanish teacher.

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Die Abendpost, January 27th, 1899.

WPA (ILL.) PROJ. 30275

### GERMAN INSTRUCTION.

The Board of Education authorized \$150,000 for this year, the same amount as in the previous year, for German tuition, but the cost was in excess of \$169,000. Mr. Harris said, that the appropriation must not be exceeded this year. It will therefore be necessary to dismiss 15 ladies, teachers of the German languages and their work-quota will be distributed among the more fortunate teachers remaining.

Die Abendpost, January 25, 1899

School Affairs. Mr. Howard S.  
Gross Explains His Curiosity  
About The German Instruction

WPA (ILL) PROJ. 30275

School Board member, Howard S. Gross, declares - it is an injustice to regard his questionnaire as the result of anti-German sentiments on his part. He is of German origin - and proud of it, but besides, he is a member of the School Board and as such, his position is one, which requires public confidence and trust. He considers it his duty to ascertain what benefit has been obtained after an expenditure of \$150,000 per year for German instruction. He has been told, that many of the teaching staff of the German department are absolutely incompetent, that they speak a miserable German, and have only the vaguest conception of the grammatical rules of the language.

If these alleged, deplorable conditions exist, then it is his intention to trace them to their very foundation and so he intends to ask the Board of Education to make an investigation of this department.

School Board member Joseph Schwab has no objections concerning his co-worker's intentions, but adds, he will energetically oppose any attempt to restrict or abolish German instruction. He further stated, that one half of Chicago's



Die Abendpost, January 25, 1899

WPA (ILL) PROJ. 30275

inhabitants are either German or of German ancestry. The knowledge of German is therefore beneficial, not only as a matter of cultural acquisition but has a great commercial value.

DIE ABENDPOST, January 24th, 1899.

WPA (ILL.) PROJ. 302

German Instruction.  
Schoolboard Member Gross Distributes A Questionnaire  
Concerning It.

Acting on his own initiative, Mr. H. H. Gross, of the City's Schoolboard sent a letter to 100 principals of our public schools, several days ago. The filling out of the questionnaires is for the purpose of ascertaining what purpose and benefit are derived by giving German instruction in the public schools. The questions are about as follows:- "How many scholars of the 7th and 8th grade partake of German instruction in your school?" "Are any of the scholars-those of German origin excepted- able to read or write a German letter after an instruction period of one or two years?" "Would it be preferable to use the time, devoted to the study of German, in giving English instruction instead?" "Do you believe, that the study of German, is useful, as far as the pupils in your class are concerned?"

So far, Mr. Gross, obtained about 60 replies to his circular, but he is not willing at present to give detailed information concerning it. Pres. Harris and the school board members Schwab and Mrs. Sherman from the Committee on German instruction are not pleased with Mr. Gross's procedure. They have apprehensions that it will lead to a renewed attack on German teaching, and, if at all possible, the administration wishes to prevent this. Mr. Gross declares however, that he is only interested

DIE ABENDPOST, January 24th, 1899

WPA (ILL.) PROJ. 302

personally in ascertaining, whether the \$150,000.00 (One hundred fifty thousand dollars) have been wasted uselessly.

(Editorial) Value of the  
German Language Teaching

VPB (11) 72 30275

From time to time the Germans of America have the pleasure and the satisfaction of knowing that the cultivation and learning of the German language is recommended by prominent native English-speaking people.

For the Americans of German extraction who disregard the tongue of their fathers, this is a shameful fact to be recognized. For the entire nation this advice becomes the more worthy of attention, as it does not come from German-born but from English-born citizens.

There are mainly the educated American pedagogues who give credit to the value of the German language and to its instruction in the public schools, and who support it. To these men belong the able School Superintendent Emerson of Buffalo.

In his latest annual report he says: "The German language is now taught in Buffalo in 42 schools. The number of pupils participating in this branch was 6990 during the last year. Of these 752 visited the high schools and 6238 the district schools. During the last four years there is to be noticed an increase of 1555 pupils who participate in German instruction.

Abendpost, December 28, 1897

WPA (ILL) PROJ 30275

It is hardly necessary to mention here again the arguments in favor of this branch of instruction. The subject is demanded by thousands of resident German-Americans who patronize the public schools. Disregarding the practical benefit that is brought along with the knowledge of this language in a city that is inhabited by such an enormous number of Germans or such who are of German extraction, there are also other reasons, and of a purely pedagogical nature, which show that it is expedient and wise, to offer the opportunity to those who desire to appropriate the knowledge of a foreign language.

The most important authors in educational matters especially Dr. William T. Harris, the Federal Commissioner for Education, recommend such instruction. Also the conference for modern languages, in connection with the famous "Committee of Ten" which was nominated by the "National Educational Association", recommends that the German language should be taught as a non-compulsory object of instruction in the Grammar Schools and should be started with pupils who are in their tenth year.

The conference maintains that such a study exercises the memory of the pupils, sharpens the mind, does contribute to a more thorough understanding of the

Abendpost, December 28, 1897

WPA (LL) 7811. 91275

construction of the English language, and expands the intellectual powers by teaching the pupil that he must apply an idea and an expression that differs from the one he is used to.

The conference recommends further those aims which need special attention by the instruction of the language in Grammar Schools: first a good pronunciation; second, the ability to understand the spoken German in sentences of brief expressions; third the ability to read with understanding simple stories in the foreign language, and fourth to acquire the ability to be able to construct short sentences with recognition of the fundamental grammatical rules.

I think that in our Grammar Schools this aim is evident. Boys as well as girls who have some talent for language, who are diligent and look for the opportunity to learn to speak the German language, will without doubt become so familiar with the German language that this certainly will be of greatest importance in their practical lives. On the other hand it is clear that many pupils with less talent and less interest never will learn to speak German, but even for these the study is beneficial because it develops their minds and expands their horizon.

Abendpost, December 28, 1897

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It is to be added, that no pupil is allowed to start the study of the German language or if started to continue it unless they fully satisfy in the English branches of instruction."



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Abendpost, October 27, 1897

WPA (ILL) PROJ. 30275

## THE OUTSTANDING GERMAN CITY IN AMERICA

In the public schools of Milwaukee there was for years more attention paid to instruction in the German language than in the schools of any other big city of the country and this is easy to explain in regard to the strong Germanism in Beer - Athens. But also in Milwaukee, like other cities, an attempt is made from time to time to restrict this instruction, which is so terribly hated by the nativists and anti-Germans, although it is usually handled in a more careful manner than in other communities.

So, some thought last spring suddenly to notice that the German instruction causes larger costs, than was necessary, because it was given to children whose parents do not even want this. If, so it was said, German instruction is limited only to children whose parents ask it for their children, the number of students will greatly diminish; we will need less teacher material and will make noticeable savings. This idea succeeded.

Abendpost, October 27, 1897

WPA (ILL.) PROJ. 30275

While formerly it was customary to let all children, if their parents were not expressing opposition, participate in the German lessons, under the new ruling only such children can attend German classes, whose parents expecially demand this.

The result seems surprising In place of the doubtless hoped-for reduction in the number of the German pupils, the new ordinance of the affair resulted in increase of pupils. Of the 32,921 children more than 20,000 participate now in German instruction, by special desire of their parents. Of course under these circumstances a reduction of the costs was not possible. German instruction alone costs about \$50,000 a year. The anti-German elements see themselves forced now to make the best of a bad bargain because they introduced the proof that German instruction for the children is desired by the majority of parents.

Milwaukee, it seems, will deserve also in the future, the name "The Outstanding German City of America", Yes, it may become still more German, as it is not on the outside nor in the language, but in habits and customs and thoroughness,

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Abendpost, October 27, 1897

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and this is what does count in the end. It is hardly to be feared that Beer - Athens will be Americanized. But to Germanize it is not possible either. Either it will become German-American, or American-German. Let us hope for the latter. German on the inside, American on the outside. German in thinking and feeling, American in its actions.



ABENDPOST, July 15th, 1897.

# Cultivation Of The German Language In The Schools.

During the German Teachers Day in Milwaukee, Mr. Emil Dapprich, director of the German-Teachers Seminary, gave an interesting lecture on the State of German instruction in city and country. The statistics were obtained through answers to about 3000 circular letters sent to the schools of the United States.

A survey of the statistics obtained, which will be published in detail, as a handbook of German school affairs in America, contains the following table:-

States	ElementarySchools	High Schools	Total	ElementarySchools	High	Total
New England	50	70	120	2805	4268	7,663
New York	837	71	908	83966	4607	88,573
New Jersey	56	16	72	3209	935	4,144
Pennsylvania	519	57	570	28289	3964	32,253
Ohio	919	60	979	71337	4397	75,774
Indiana	595	20	615	28786	1173	29,953
Illinois	1292	51	1343	83733	2650	86,383
Wisconsin	957	56	1073	63092	2099	65,191
Michigan	446	12	458	21324	821	22,145
Minnesota & Iowa	802	35	837	26268	1974	28,342
Southern States	489	54	543	25053	1321	25,404
Western	779	60	839	34036	4243	38,279
Total	7741	622	8303	471038	32472	503,510

ABENDPOST, July 15th, 1897.



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Mr. Dapprich called his statistical information incomplete. He said:-

"As a report that stretches over such a wide-spread territory, cannot reach all necessary points in one short year, the defect of incompleteness is attached to it. We know through personal experience, that , in hundreds of schools, German is taught but this could not be taken into consideration, as the teachers concerned neglected to give us their answers. If we had received from all schools, especially the public institutions, accurate reports, the result would be more gratifying. The number of pupils and teachers would be much larger, for instance, in Texas where there are counties, in which nearly every public school has German as a subject of education. As in cities, with considerable German population, the cultivation of the German language stands in no proportion to the population, it is evident, that one could bring these cities into three groups according to the rating of German as a means of culture." In the:-

1. Honor group: Cincinnati, Belleville, Cleveland, Indianapolis, New Braunfels, Saginaw, Erie, Evansville, Tell City, Columbus, Hamilton, Dayton, Milwaukee, Baltimore, Davenport, Carlsstadt.

2. So-So group: New York, Buffalo, Hoboken, Chicago, Sheboygan, Akron, Lancaster.



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ABENDPOST, July 15th, 1897.

3. Mourning group:- Detroit, Dubuque, St. Louis, Quincy, Newark, St. Paul, Pittsburg, Brooklyn, Peoria, Allegheny, Rochester, Covington, Galveston.

The above notices show, that by such incomplete school statistics, this classification also, cannot make a claim to correctness.

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GERMAN

ABENDPOST, March 10th, 1896.

### Foreign Languages!

The management of the Art Institute has an arrangement with Chicago University to teach the pupils of the Art School in modern languages if so desired by professors of the University in German, French, Italian and Spanish.



ABENDPOST, February 3rd, 1896.

WPA (ILL) PROJ 30275

German Lessons.

If the Schoolboard should accept the recommendations, which have been made by Mr. Thornton's special committee in the matters of the German lessons, the German teachers on the public schools of Chicago may consider themselves inactive in a few years to come. The Committee will recommend that the lessons in the German language shall be given in the future by the regular teachers. The German teachers would have to prove, that they are also able to instruct in other matters and give the German lessons as a secondary subject.

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Abendpost, January 30, 1896

No Danger. German Instruction  
In the Public Schools Is Not  
Endangered.



"Mr. Thornton is a passionate and ambitious gentleman," said Mr. Joseph W. Errant today to a reporter of this paper, "but, he is not the Board of Education. His motion to submit the German Department of Educational Affairs to an investigation was accepted by the Committee for administrative matters, and Mr. Thornton himself will direct the inquiries. But one does not need to entertain any fear on account of this. When the Committee members look closely at the number of pupils who participate in German instruction in the different classes, they must themselves come to the conclusion that the percentage is an extremely large one. The children of German parents who half way master German as a colloquial language learn how to read and write it, at the Middle Schools. The other children who take up German lessons, require their preliminary instruction which they can complete in the High School until they master the language entirely. Over there for instance, is sitting a young lady - a Mulatto by the way - Mr. Errant pointed to his secretary, - who here in the Public Schools has obtained such a good knowledge of the German language that she was able to correct literary works of a well-known German newspaper editor and statesman, of grammatical errors. In case Mr. Thornton should

Abendpost, January 30, 1896

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believe in earnest that the money for German instruction is entirely thrown away, I will prove to him the contrary by the example of this young lady. But it is unbelievable that the Board of Education will agree to Mr. Thornton's whims. The German instruction is for this year not in danger and, as the Board of Education in its present combination accepts and regulates the course of instruction, also not for the next year. The future, of course, depends on the nominations which Mayor Swift will make during the summer to fill the vacancies."

"And what is the status of the introduction of the Bible or of an extract of it as an instruction book for the Public Schools?"

Mr. Errant smiled. "I do not believe that for such a motion in the present School Board, there could be interested any more than four or five of the twenty-one members", he said. "There never was an earnest thought given to such a theory in Chicago, and therefore one does not need to be excited about the petitions of the Christian Women's Clubs on the other side of the house. An overwhelming majority of the School Board Members is for strict separation of church and school. Against the introduction of the Bible or biblical stories into the Public Schools are also considerations of other kinds. An efficient extract of the Bible could hardly be combined without giving manifold reasons for just protests. Therefore also those leave their hands off this, who might be

Abendpost, January 30, 1896



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prepossessed for the plan itself. The agitation that is going on at present in Turner and Labor circles against the "Introduction of the Bible" seems to be based on the false supposition that one has to deal with a "reactionary" majority of the School Board. This is absolutely incorrect; still it should be recommended to the adversaries of the Bible as a text book to take heed that the resolutions are drawn by the advice of people who are somewhat familiar with the grammatical rules of the English language and are not uncultivated enough to deny any value whatsoever to the Bible with its rich contents of wisdom and true poetry."

"There is a complaint of some parents, Mr. Errant, "that class teachers dare to teach children certain religious perceptions."

"These people should make a complaint to the School Superintendent, and if this does not help, either to the Board of Control of the district concerned or directly to the Board of Education.

Abendpost, January 16, 1896

NUMBERS ARE PROOF

In yesterday's paper the expectation expressed, that the Superintendent of German instruction would very well be able to refute the attacks made by School Board Member Thornton, against his department, is punctually answered by the Rev. Zimmermann, by submission of the following numbers:

"In the four classes of the Middle Schools, consisting of 49,181 pupils altogether, not less than 24,346, that is nearly 50%, participate in German instruction! In the fifth grade with 19,956 pupils, 10,216 take German instruction; in the sixth grade there are 7,050 of 13,147 pupils; in the seventh grade 5,706 of 9,470 pupils. The eighth grade indeed shows a notable decrease. Of the 6,708 pupils, only 1,374 pupils take German lessons. This is explained by the overburdening of the pupils with preparations for graduation and entry into High School. Very many teachers advise those pupils who cannot get along in all branches, to drop temporarily the "unnecessary" study of the German language and this advice is obeyed.

This explanation of the state of affairs is plain and evident enough. May it satisfy Mr. Thornton and his supporters.

Abendpost, Jan. 15, 1896.

### THE GERMAN INSTRUCTION

Mr. Charles S. Thorntion, proposed yesterday to the school board committee for administrative affairs, that an investigation should be made about what real value instruction of the German languages has. It is given in the middle classes of the public schools, with an annual expense of about \$125,000, and is under the supervision of the Reverend Gustav A. Zimmermann. By giving a reason for his proposal, which was accepted by the committee, the petitioner could not deny himself the pleasure of landing a sly hint against the Savings Committee, that chiefly consists of Germans. He says" it seems noteworthy that this committee never made any recommendations for savings, in the German Department, and also no reform proposals, although it is a known fact that many of the children who participate in German lessons in the 5th class, quit these later on, probably only because they can make no progress in learning the language under the present system." The Reverend Zimmermann is expected to be able to refute these open allusions against his expert ability so splendidly, as the members of his parish as well as all others of his numerous admirers expect him to do.



**Die Abendpost, November 26th, 1894.**

WPA (ILL.) PROJ. 30275

**NEWS FROM THE EVANSTON UNIVERSITY**

The "**Evanston Press**", the only newspaper in Evanston, published yesterday an editorial, which is praising the growing interest of Chicago Germans in the achievements of the Evanston University. This flourishing University has a German Department, of which Professor Cohn is the superintendent.

Evanston has a growing colony of wealthy or well-to-do German residents, who are sending their children by preference to the Evanston University. It is this growing German element at the said University, which is attracting every year more students of German parentage to Evanston from all over Chicago. Professor Cohn has contributed enormously, by his splendid supervising activity, to further the good reputation of his German Department.



Die Abendpost, April 10, 1894.

GERMAN SPEAKING COLORED PEOPLE.

Mr. C. F. Adams, former professor of German, at the University of Louisville Kentucky, has opened here recently a school of languages and is specializing in German introduction for Colored people. He has already a class of 62 Colored pupils of both sexes for this particular language-course.

Last night, Mr. Adams gave an entertainment to his Colored class at the Quinn Chapel, Wabash and 24th Street. The chapel was filled to the last seat with a Colored audience.

The program opened with the "Wacht am Rhein" (Watch On The Rhine), sung by a chorus of Colored boys. Then Miss J. Ferguson, a colored girl, recited Goethe's "Erlkoenig" in German. Other German songs and various recitals followed. The entertainment proved the astonishing progress of the German language, among the Colored people of Chicago, under Mr. Adams' guidance.

Abendpost, November 6, 1893.



Hold to your acquirements. (part of Editorial).

Only a year ago the Germans of Illinois and the neighboring Wisconsin had to fight for a right, that should be evident, namely the right to let their children be instructed in the German language at their own expense. The nativistic impudence went so far, that they wanted to exterminate the German language entirely even in church and private schools for which the government did not contribute a single penny.

When the German citizens frustrated this plot, they were again offended from another angle. Under the transparent pretext of releasing the public instruction of all "fads", the nativists demanded the removal of that little German instruction that was given in public schools. This time they were partly successful - chiefly because some of the Germans assisted them for the reasons of "abstract justice". This half victory gave them courage to make a test to subdue the German influence entirely. With the assistance of the German voters themselves they hope to succeed with a triumph for genuine Americanism over the "foreigners". Germans shall help them to elect Judge Gary and to humiliate Governor Altgeld.

Exactly the same newspapers that recommend the extermination of the German language by force, stand up for the candidacy of Gary. Some of them are "candid"

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enough to picture this man as the embodiment of all that they like to call genuine American.....

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ABENDPOST, September 21st, 1893.

WPA (ILL.) PROJ. 30275

### German Instruction.

The number of the pupils who participate in German lessons, diminished considerably as compared with the previous year. By this is meant only the upper classes, as in the lower grades German is not taught any longer. Of the 245 German teachers of last year, only 133 are left in this capacity, 45 of them were engaged for different English branches of study.

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Der Westen, (Ill. Staats Zeitung, Sun. Ed.) July 23, 1893.

### THE MAYOR WINS.

WPA (ILL) PROJ. 30275

p. 4 - Mayor Harrison won, as we predicted last Tuesday. The battle of the city council is now a past event, and the six gentlemen and Mrs. Sherman will be approved by the board on Monday (tomorrow) evening. The resolution of the city council's committee, which recommended yesterday that all the nominations be accepted, does not change matters in the least.

Halle and Mrs. Sherman will probably gain final approval after a prolonged argument, even if 20 or 30 aldermen should vote against them. Mayor Harrison will be triumphant and after next Monday the Germans will find that their status has not been changed.

If the question should arise during the next year, whether gymnastics or German should be taught again in the primary classes, we may expect only two favorable votes. Bluthardt and Halle will be our only standard bearers. Thornton, Mrs. Sherman and members of the city council, who advocated the discontinuance of the special branches last spring, are opposed to any changes now.

A reporter of the Staats Zeitung elicited some information from them; their

Der Westen, (Ill. Staats Zeitung, Sun. Ed.) July 23, 1893. RPA (ILL) PROJ. 30275

attitude is: "Let well enough alone".... The prospects are, that in this branch of our administration, we may only have three German-Americans on the board by next year, instead of four or five....

The committee meeting of the city council on school matters, which ended with the non-acceptance of Halle and the approval of all the others, was indeed a stormy session. Four aldermen, Martin, Tripp, Kamerling, and Knowles, were conspicuous by their absence, and the other committee members were held at bay with the patronage-whip; all, except Noble, Sayle, and Kerr.... Grandiloquent Madden, as usual, danced to the tune of those who dole out the most jobs.

Alderman Gallagher applied the only proper principle. He declared most emphatically, that the committee's only concern must be to consider the character of the candidate and his qualifications; but the nominee's commitment to any question is, and must remain an unquestioned privilege. The decision on the German instruction in the lower classes, should be submitted to a public election and not to a half dozen aldermen.

Kerr and Noble dissented, and after a short debate the matter was put to a vote. Gallagher's resolution to accept all the appointees, en masse, failed.

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Der Westen, (Ill. Staats Zeitung, Sun. Ed.) July 23, 1893.

NYA (ILL) PROJ. 30275

..... Halle's nomination was defeated.



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GERMAN



Abendpost, July 19, 1893.

## THE BATTLE HAS STARTED

(Editorial)

There is a sharp dispute between the Mayor and the City Council on account of the nominations to the school board. The committee, to whom the latter has been referred, had the impudence to demand of the nominees the written promise that they will not vote for the "Fads." As the committee was dissatisfied with the replies, an adjournment was taken without even reporting on the nominations. About this, Mr. Harrison grew justly furious. He withdrew the entire list from the City Council and immediately reproduced it in a changed form. The new list was immediately dismissed by the Council, but as it was not referred to the same committee, who did not report on the old list, it can, with a proposal for reconsideration, again be put to an immediate vote. Likely, its acceptance will occur. In any case, the Mayor gained his aims, that is, to take the matter out of the hands of the impudent committee.

It is inconceivable that some Aldermen, who otherwise are sensible, permitted

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Abendpost, July 19, 1893.

themselves to be pushed into an obvious, untenable position. If the City Council should be allowed, by virtue of its right of ratification, to investigate the attitude of every candidate, so could also a Republican council refuse all Democrats who are nominated by a Democratic Mayor! In fact the City Council could prescribe all the nominations and take away entirely the power of nomination from the Mayor. Never before was the right of ratification interpreted in this way. In so far as this has any sense at all, it should stand as a bulwark against the discretion of the highest executive, or serve towards the correction of plainly visible mistakes. Had the Mayor sent in disreputable names or nominated ill-famed Ward loafers to whom he owed personal obligations, then it would be the duty of the City Council to refuse ratification. But under no circumstances is it entitled to use its right of ratification for the purpose of enforcing a certain policy upon an entirely independent body such as the school board. The candidates of the Mayor are altogether, absolutely respectable and of able judgement. They all have the desire to provide to the best of their ability for the improvement of public school affairs. Expecting of them that they in advance, even before participating in any discussion of school board affairs, should make written promises about the course they will follow, is

WPA (ILL.) PROJ. 30275



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GERMAN

Abendpost, July 19, 1893.

arrogance that cannot be tolerated.

Particularly objectionable is the attitude of some German aldermen in this controversy. They may foster the honest conviction that German instruction in the lowest elementary grades is useless. But this is in no way an excuse for their collaboration with people who want to remove entirely the teaching of German and who also want to do away with instruction in gymnastics, drawing, and singing. Would there ever be an English-American, Irishman, Czech, or Pole who would give himself away to work into the hands of the enemies of his race? The German aldermen who now help the German-haters only make themselves contemptible with them. If they continue as they have begun, then they will bring it about that the Germans, who are nearly one-third of the entire population, are not represented at all upon the school board.

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Abendpost, July 18th, 1893.

### City Council Meeting

Mayor Harrison tries to Carry Through The Ratification  
of His Nominees for School Board.

His petition was rejected with thirty eight against  
twenty-five votes.

Mr. Halle and Mr. Thornton Refuse To Make Promises.

Mayor Harrison suffered a defeat in yesterday's meeting of the City Council. He tried to force through the school board's nominations, made by him, but met with the sharpest resistance from the City Council. His nominations were rejected by 38 to 25 votes. If the Mayor has considered a notion made by Alderman Ernst, not to vote on the entire list on the whole, his defeat would have well been averted. Then, most probably, all his nominations, with the exception of Mrs. Sherman's would have passed. It is known that most of the Aldermen don't want to have any female members on the Schoolboard. But as all nominations were suggested for a final acceptance, most of the aldermen preferred to defeat the entire list before giving the nomination to a woman.

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Abendpost, July 18th, 1893.

It was learned that, the special committee of the City Council for School affairs, when discussing the list of the school board nominations, has gone in a very peculiar way into action. It was demanded of the newly appointed School Board members, that they should promise not to support the re-introduction of German instruction and special education in the lower classes of the public schools and at the same time it was indicated that only under this condition would their nomination be recommended for confirmation by the Special-Committee. As some of the nominees rejected this demand angrily, the committee resolved in its meeting yesterday afternoon, to abstain from making any recommendations for ratification of any nomination at the present time.

Mayor Harrison, who evidently was not in accord with the conduct of the Special-Committee tried therefore to obtain the ratification without the recommendation of the Committee. In last night's meeting he pointed out that 2 weeks ago he submitted to the Special Committee the list of the new nominations. As same were not verified as yet, he said, he withdrew this list and presented to the council a new list with the request that they accept it at once, if possible.- But the new list contained the same names as the former.





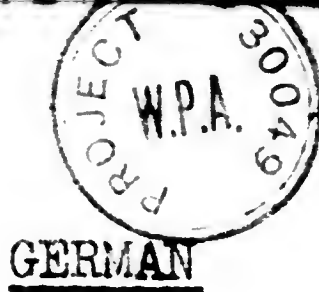
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Abendpost, July 18th, 1893.

Hardly had the Mayor finished speaking, when an enormous tumult started. All the Aldermen were suddenly on their feet, each one trying to be heard. All yelled confusedly but none of them could be understood. The Aldermen Kent, Swift and Martin accused the Mayor, that he infringes on his authority, for he has no right to withdraw any affair from a committee. But Harrison stuck to his opinion and insisted upon a vote over his nominations. The result was that, as before stated, 25 Aldermen voted for and 38 against the ratification.

Alderman Ryan made a motion, to re-consider the resolution by which the ratification of the nominations was refused, but before it came to a vote over this, a motion for adjournment was brought in and also accepted. The entire meeting lasted hardly one half hour.

In the meeting held yesterday afternoon by the Special-Committee for School affairs a letter was received from three of the newly appointed members of the School board in which complying with the request of the committee, they stated their attitude to the special subjects and German instruction.



Abendpost, July 18th, 1893.

Mr. Halle refused to make any promises. Here are the contents of his letter, that he has addressed to Alderman Tripp:-

Dear Sir:-

I learned from the newspapers, that you take an interest in my nomination as a member of the school board and have further learned that, in order to secure the ratification of my nomination, promises concerning my future attitude are expected. While I thank you for the expression of your interest, I feel compelled to make the statement, that I do not find it in order to make any promises whatsoever. My way of acting in the school board was dictated solely by my convictions concerning a proper educational system, which, rests upon careful observations in this and other countries, and in the belief, that the American people in exercising their own intelligence and in their boundless generosity towards the public schools, do not desire, to restrict the education of their children to the rudiments of the three "R's". I stand by this, my conviction, and, as the acceptance of an office on the Schoolboard in the best case is but an thankless execution of a duty to the public, it is my wish you would, when considering my nomination, proceed in such a way that my attitude cannot be misunderstood.





• Abendpost, July 18th, 1893.

But I can hardly believe, that the City Council will make the attempt to prevent a representation of the German-American element of our cosmopolitan city on the School board, or to influence its members over the free unlimited practice of their honest conviction.

(Signed) G. Halle

Mr. Thornton declared also, that he does not want to make any promises; rather he would prefer to renounce this post in case the right to follow his own conviction should be taken from him.

Mr. Keane stated plainly in a few words that he opposes all special educational branches.

Of the members of the Special-Committee, Alderman Noble particularly worked against the ratification of the nominations. He claimed that they were made by the Mayor to pay off political debts. He tried in every possible way to prevent the recommendation of the nominations, and finally succeeded in bringing about an adjournment of the meeting, before any resolutions could be made.

Abendpost, July 15th, 1893.

WPA (ILL.) PROJ. 30275

The Instruction in German

Statistics of the last School Year.

According to the just published annual report of the Superintendent, Dr. Zimmermann, 44,270 pupils participated in the past School year in German instruction, which was given by 258 teachers. Of these figures 16 teachers and 1446 pupils come to the eleven high schools and 242 teachers and 42,824 pupils to the Grammar and Primary grades. Of the total 18,558 were of German origin, 13,677 of Anglo-American, and 12035 of Swedish, Bohemian, etc. descent. The average daily attendance at the primary and grammar grades in which the pupils could participate in the German instruction, amounted to 69,338, and 34,547 of these or 50 5 studied the German language.

Abendpost, July 14th, 1893.

WPA (ILL) PROJ. 30275

Against German Instruction.

All the members of the Special Committee of the City Council for school matters, seem to take a hostile attitude towards the re-opening of German instruction and special studies in the lower grades of the public schools. In yesterday's meeting the committee decided to recommend none of Mayor Harrison's school nominations for ratification, if the nominees do not pledge themselves, to follow the view point pledged for by the Committee.

Against the Broker Robert Lindblom's nomination not the smallest objection was made. All the City fathers, who, a short time ago were battling him, have all of a sudden become his friends. On the other side it was chiefly Alderman Tripp, who opposed the nomination of Mrs. Sherman. He declared that against Mrs. Sherman personally, he had no objections to make, but that a woman as a member of the School board is not in the right place. The members of the Committee were divided in their opinion. Although the majority of them sided with Alderman Tripp, still the ratification of the nomination is not fully included, because as it is said,

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WPA (ILL) PROJ. 30275

Abendpost, July 14th, 1893.

the City Council will receive besides the majority report, also a minority report, in which the ratification shall be recommended. etc.

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Illinois Staats Zeitung, July 8, 1893.

WPA (ILL) PROJ. 30275

### THE SCHOOL FIGHT.

The nativistic press expresses its jubilation in all the notes of the scale on account of the kicks which the mayor gave the Germans, and of late these news-mongers have become so rowdyish, that they now even demand the revocation of Robert Lindblom's appointment.

Lindblom is a capricious chap, but the opinion prevails that he is friendly towards the German interests; has liberal, modern, progressive views, and, among the seven appointees, is the best, next to Halle. Therefore his, and of course Halle's, Keane's and Brennan's nominations should be confirmed, by all means; the other three, Thornton, Cameron and Mrs. Sherman never!

The Germans, and their friends, who believe in a modern education, must now place their sole hope and reliance on the City Council, after "their Carter" left them so dismally in the lurch. We must buckle down to a new school fight, at once and without delay! The men who formerly appealed to the Germans in order to have the German language taught in the private schools and found courageous response, should rally to the support of the dearly purchased privilege, now that its continuance is jeopardized in the public schools.

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Illinois Staats Zeitung, July 8, 1893.

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The people should volunteer and help out of gratitude, do it with alacrity and pleasure. It is time, that Chicago's Germans became aroused again and gave such "confidence men" as Carter H. a convincing and lasting reminder. If the appointments are sustained, then the dissenters will be safely afloat on the high tide and ere long we'll be in the same fix as the trusting, dumb St. Louis Germans, who found out that German instruction and gymnastics, which had been adopted there, in the public schools, after prolonged and weary efforts. were simply discontinued.

The German population of Chicago can, if it is united, change this rout which Conniver Carter planned for them; Germanism may emerge victoriously. Of course, euphonious expressions of thanks don't help, (the editor refers to a precedent, translator.) but the Germans can exert pressure on the aldermen, at least on the majority of them, so that they will not dare to confirm the appointments of Cameron, Thornton and Mrs. Sherman. Carter H. Harrison can, thus, be compelled to select staunch advocates of a modern educational system.

The aldermen can all be informed. They should be admonished, that the Germans will not support them at the polls if they ignore the wishes of the German population in an important matter, such as this!

WPA (ILL) PROJ. 30275



Illinois Staats Zeitung, July 8, 1893.

WPA (ILL.) PROJ. 80275

Could any one be more antagonistic towards Germanism than Charles Thornton? That he defended his prohibition ideas even at Democratic meetings, that he helped frustrate all the efforts of the Englewood and Hyde Park liberals who tried to abolish temperance, all this might be condoned. But Thornton is the father of the "anti-fad" fight; he commenced it at the County School Council, and therefore "our" Carter's official action appears so supremely pro-German! Thornton was barely elected to the County School Board, two years ago, when he declared his relentless war against Col. Parker and the Normal School.

For many years Col. Parker was the only man among Chicago's prominent pedagogues, who had a definite goal and introduced the special branches at the Normal schools. He selected educators of progressive educational ideas from the seminaries; recently he added the well known German teacher of gymnastics, Kroh, and with the support of the Turners, (German Gymnastic Associations,) agitated for the construction of a gymnasium.

Only a few weeks ago he appeared as a speaker at the Central Music Hall, where he condemned the backwardness of the nativistic faction and their conceptions of educational principles. This Thornton showed virulent animosity against Parker and his pedagogical methods; he even demanded his dismissal, printed



Illinois Staats Zeitung, July 8, 1893.

WPA (ILL) PROJ. 30275

derogatory circulars about him, instigated an investigation. This Thornton was chosen by Harrison - irrefutable evidence of the insincerity of his fawning pro-Germanism.

And Cameron? He was that single Democrat who not only voted for the curtailment of the special branches, but wanted them thrown out altogether. Messrs. Halle, Stern and others, implored Harrison to protect the Germans from Cameron, and not to nominate him. He was appointed.

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Abendpost, July 3, 1893.

### NEW SCHOOL SUPERVISORS

On Wednesday evening, Mayor Harrison will submit to the City Council the names of the newly appointed members of the school board. On July 1, the terms of the following school supervisors will expire: John McLaren, Thomas Brennan, Daniel N. Cameron, F. Goetz, S. A. Gunderson, Edward G. Halle, and N. J. Keane. It is rumored that the gentlemen Halle, Brennan, and Cameron will be reappointed; not so McLaren and Gunderson who proved to be enemies of German lessons.

WPA (ILL.) PROJ. 30275

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GERMAN

WPA (ILL.) P. 00. 30275

Illinois Staats-Zeitung, June 13, 1893.

CITIZENS PRESENT MEMORANDUM TO MAYOR HARRISON;  
MAYOR GIVES VIEWS ON INSTRUCTION OF GERMAN

The following people, representing about seventy German clubs and societies, presented Mayor Harrison with a memorandum: Messrs. M. Stern, J. Goldzier, G. A. Schmidt, J. P. Hand, O. L. Nullweber, L. Schutt, Th. Naerup, L. O. Kohtz, and Ph. Koehler.

The memorandum has a splendid appearance. It is bound in blue leather trimmed in silver.

It refers to the maintenance of the special branches of study, particularly the instruction of German in public schools.

Illinois Staats-Zeitung, June 13, 1893.

WPA (111) PRO 30275

Including the pages on which appear the signatures of representatives of German clubs and societies, it contains nearly one hundred pages. The work is embellished with a pen and ink sketch of the mayor, and bears the following inscription on a plate of silver:  
"The friends of the new educational system to Carter H. Harrison."

It pays tribute to the mayor for his interest in a progressive school system, in accord with the desires of the Germans. This was manifest in his first appointment of a new member to the School Board. The arguments of the opponents have proven to be unsound and faulty, and an urgent appeal is addressed to him, requesting his co-operation with the best elements of the citizens for the prevention of a lowering of educational standards, and to protect our system of public schools

Illinois Staats-Zeitung, June 13, 1893.

WPA (ILL.) PR 117 241.1

from becoming poverty-stricken institutions.

Mr. Stern handed the memorandum over with a brief address in which he expressed the sentiment of the Germans about this important matter. Mayor Harrison replied that, as mayor, he would always have the interest of the schools at heart, and that, although he may differ in some points with the opinions of the committee, he also favors a good education. He also pointed out that the School Board should pay more attention to incumbent business affairs, than to the inner management of the schools. Furthermore, he hinted at a proposal, which would remove financial difficulties, thus frustrating the arguments of the enemies of German instructions.

Illinois Staats-Zeitung, June 13, 1893.

WPA (ILL) FRU 26

Another recommendation made by the mayor was that students of German attending schools where only a few participate in German classes should be assigned to those districts where the number of students is larger. He did not disclose any further details about his intentions, but promised merely that he would study the contents of the memorandum, and give the matter consideration as soon as possible.



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Abendpost, May 15, 1893.

FOR RETENTION OF SPECIAL DEPARTMENTS

The Agitation Committee for the retention of special departments in the public schools held a meeting yesterday in Jung's Hall, at which representatives of forty-eight different societies and lodges took part.

The object of the meeting was to deliberate on energetic action to be taken against the interference of the nativistic elements into school affairs. Mr. Max Stern, the president of the Committee, was the first speaker, and pointed to the fact that Mayor Harrison proved himself to be a friend of the Germans by appointing Mr. Kean, a well-known sympathizer of the German cause, as a member of the school board. To express their thanks to Mayor Harrison for this act, Mr. Stern, declared the committee, drew up a letter of appreciation to be submitted to the Mayor. Furthermore, Mr. Stern pointed out the necessity of erecting a Turner Hall in the Normal school and requested all those present to sign a letter to the County Board to contribute \$1,500 for the erection of a gymnastic hall. After some debating, Mr. Stern's suggestion was

WPA (ILL.) PROJ. 30275





Abendpost, May 15, 1893.

accepted and the signing of the document began. Mr. Blum proposed the founding of a permanent organization to safeguard the interests of the Germans in the public schools. The proposal met with little favor and it was resolved to refer the whole matter to the Agitation Committee.

To give all those societies, who were not represented at yesterday's meeting, an opportunity to participate in the movement, the Committee issued the following appeal: To the German Lodges and Societies of the City of Chicago, who were not represented at yesterday's meeting called in the matter of special departments in the public schools, we herewith make the request to direct their president or appointed representative to call on Mr. Max Stern 84-86 Fifth Avenue, to receive his instructions in a very important matter affecting this cause.

By order of the meeting,

Max Stern, President  
Louis A. Kohtz, Secretary

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GERMAN

Chicago Tribune, Apr. 28, 1893.

TO RESTORE GERMAN.

If School Inspector Halle is to be believed the victory of the anti-faddist at the Board of Education meeting Wednesday night is only temporary. He said to them: "Mayor Harrison will appoint members on this board next July who will vote to put back German in the primary grades. We have had our Waterloo. Yours is coming."

Mr. Halle was somewhat excited, but he probably spoke from the book. He supported Mr. Harrison during the recent campaign. It was reported at the time that Mr. Harrison made him some pledges in reference to German. Since the election Mr. Halle, Max Stern, and Richard Michaelis have assured the German teachers in the schools that German would be maintained to the same extent in the schools as in the past. One of the three has gone to the extent of saying that Mayor Harrison will not appoint any member of the Board of Education not satisfactory to the committee of three - meaning Michaelis, Halle and Stern.

It is certain that two of the three gentlemen named, Stern and Halle, interviewed H. J. Keane last Sunday or Monday, and that Keane's name had not been sent to the Council until they had conferred with Mayor Harrison about it.

Chicago Tribune, Apr. 28, 1893.

Keane changed his views between Saturday and Monday, too, and was introduced in the School Board Wednesday evening by Mr. Halle, and he voted under the direction of Halle every time.

But it is not so certain that German will be restored to its old place. There were only seven members to defend the study Wednesday. There were eleven against. Inspector Rosenthal who was absent on account of the illness of his child, would have voted with the eleven had he been present. Inspector Brennan, who was absent, might have voted with the seven, but he would have done so most reluctantly. He will hardly vote to restore the study.

Messrs. Trude, Cusack and Duggan are disposed to think that the action of Wednesday resulted in a fair compromise. They are willing to let the matter stand. There are those who say Mr. Keane voted against his own convictions Wednesday to please Mayor Harrison. Would he do so again and restore the study?

The members who retire in July are Messrs. McLaren, Cameron, Sunderson, Halle, Goetz, Breman and Keane. The first three named voted to oust German from the primary grade. Two of the three, McLaren and Cameron, are certain to be

Chicago Tribune, Apr. 28, 1893.

re-appointed by the Mayor. It is not so certain that all the faddists will be named.

Unless Mayor Harrison makes a special effort German will not be restored in the primary grades. It is believed by some that when Halle, Baldenwerk and Bluthardt calm down they will decide to let the matter rest. As to the other fads the **report** is almost certain to be adopted in an improved form. Clay modeling and sewing will be wholly abolished....

It is intimated that the German members of the board are disposed to think that the disfavor in which the German language is held in the schools is due to the German Superintendent, Zimmerman, and that there will be an effort to remove him. The German press treats Mr. Zimmerman rather coldly.

A member of the School Board, however, said: "Zimmerman is not to blame. German is the stepchild of the schools. Everybody takes a kick at it. It is impossible to teach with efficiency as 50 per cent of the class teachers are hostile to it."

Mayor Harrison said: "I don't want to talk on that subject now. I have other

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GERMAN

Chicago Tribune, Apr. 28, 1893.

work to do." Subsequently he delivered a discourse on the subject, but nobody could make out exactly where he stood.

PPA (ILL) PROJ. 30215

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GERMAN

WPA (ILL.) PROJ. 30275

Illinois Staats-Zeitung, Apr. 27, 1893.

## GERMAN INSTRUCTION DISCONTINUED IN THE PRIMARY CLASSES OF PUBLIC SCHOOLS

At its last meeting the school board decided to discontinue the teaching of German in the primary classes of our public schools. In vain did the minority of the school board, and in particular, the German members, Halle, Bluthardt, Boldenweck, and F. Goetz, put up a vigorous and obstinate battle. At the beginning of the next semester the German language will not be taught anymore in the primary classes, unless the new members of the school board, soon to be appointed by Mayor Harrison, repeal the ordinance. This is what the nativists have accomplished with their fight against the so-called fads.

Here is the report. We may as well state right here that this report will be accepted at the next meeting of the school board.

Illinois Staats-Zeitung, Apr. 27, 1893.

WPA (ILL) PROJ. 30275

### The Report

After considering the different motions, previously made in regard to the special branches, the report continues:

The Committee of School-Management obtained the opinion of the director of schools, of his assistants, as well as of the teachers and of eminent pedagogs. It also has taken under consideration the statements of the press and periodicals. Being in possession of all this information, the committee arrived at the following conclusion: All of these various branches of study under consideration have a certain educational value, and, therefore, should not be completely abolished.

On the other hand, however, these special branches of study are now taking up too much of the pupils' time, and this often to the disadvantage of the more important studies. The committee, therefore, came to the conclusion



Illinois Staats-Zeitung, Apr. 27, 1893.

WPA (ILL.) PRO. 30275

that these special branches of study should be continued, though with certain modifications.

As far as the study of German is concerned, the committee points to the report which has been already submitted.

Gymnastics should be continued in the primary and grammar classes as long as it is of a recreational nature.

Drawing should be discontinued in the lowest grade. The teaching of clay modelling and painting should be discontinued in the three lowest grades. Instruction in drawing is to be curtailed in the second and third grade.

Illinois Staats-Zeitung, Apr. 27, 1893.

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Singing should be maintained in all grades. Technical instruction in music is to be discontinued in the first and second grade...

Sewing is to be completed at the end of one semester.

Instruction in manual skill is to be retained in all the four schools of Lake View No. 2, Foster, Jones, and Tilden...

Abendpost, Apr. 27, 1893.

A VICTORY FOR THE OPPONENTS

Teaching of the German Language in the Primary Grades Will Be Abolished  
Eleven Members of the School Board for Repeal and Seven Against It  
The Teaching of Special Subjects Shall Be Limited

The enemies of German teaching succeeded in yesterday's meeting of the School Board to win a victory after a hard fight. At the expiration of this school-year there will be no more teaching of German in the primary grades. This resolution was accepted at last night's meeting by a vote of eleven against seven. The only possibility to frustrate the execution of this decision now lies in the hands of Mayor Harrison who has to appoint seven more board members this year. If these members support the German teaching, there is still hope that the subject could be retained in the primary grades. Yesterday's meeting of the School Board was a very stormy one and rich in lively debates. Step by step, the enemies of the German teaching and the other special instructions had to win their victory and only the energetic resistance of Messrs. Halle, Trude, Bluthardt, Boldemweck, Cusack, Duggan, and Keane can be thanked that

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the German teaching has not been altogether abolished. All board members were present with the exception of Messrs. Brieman, Goetz, and Rosenthal. When the question of teaching German was raised, two reports were submitted by the Committee on School Management, a majority and a minority report. The first one, signed by Halle, Duggan, Trude, Cusack, and Miss Burt, recommends the retaining of the German language in all grades, while the minority report by Wm. H. Beebe asks for the elimination of German instruction in the primary grades. Immediately after the latter report was read, Mr. Halle asked for the floor, and strongly championed the cause of German teaching. He pointed to a petition signed by 36,000 citizens and taxpayers, all of whom desire the retention of German, and he called special attention to the advantages which a knowledge of the German language offers. "Who was it who wanted the abolition of the German language? The majority of the taxpayers certainly do not. The demand comes from only a few newspapers and individuals who have no understanding of the value of the German language."

At the close of his speech, Mr. Halle proposed a resolution which recommended

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that the question be referred back to the School Board with the request that a report be submitted at its next meeting, in the hope that efforts will be made to submit a plan that might be approved by the School Board. This resolution provoked a lively debate. Dr. Blutharde refuted the assertion of the Beebe report that the reasons which necessitated the introduction of German teaching thirty years ago do not exist any more. Mr. Boldemweck called the School Board's attention to the fact that in case the object was to save money, the Board should begin with the high schools, which are mostly attended by children of rich parents. Mr. Trude, who as an American also interceded in behalf of the German language, declared that German language instruction could not be considered as one of the "fads," against which war was declared. But all efforts on the part of the friends of German were of no avail. When it came to a vote, the report of Beebe was accepted by a majority of eleven to seven.

The following voted to abolish the German language instruction in the primary grades, i.e., in favor of Beebe's report: D. R. Cameron, Mrs. J. M. Flower, W. D. Preston, J. J. Badenock, A. H. Revell, W. H. Beebe, C. V. Stanford,

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G. L. Warner, S. T. Gunderson, J. P. Mallette, J. McLaren. The following who opposed: W. Boldemweck, F. G. Halle, M. J. Keane, P. H. Duggan, T. J. Bluthardt, T. Cusack, A. S. Trude.

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Abendpost, Apr. 13, 1893.

SCHOOL AFFAIRS

The question about the retention of teaching of the German language in the public schools could not be decided even at yesterday's meeting of the School Board because the following members: Boldenweck, Halle, Trude, and Duggan, left after finishing routine matters and not enough members remained to pass a resolution.

Previously it was resolved to send a letter of condolence to the family of Louis Nettlehorst. A copy of the resolutions should be attached to the minutes and another forwarded to the family.



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GERMAN

Illinois Staats-Zeitung, Mar. 30, 1893.

WPA (ILL.) PROJ. 30275

FOR INSTRUCTIONS IN GERMAN.

The English-American nativistic element reveals again its hatred of all foreign-born American citizens, and, in particular, the Germans of this city. Scribbling school marms and childish editors have expressed their attitude in certain papers of the English-speaking press. They have stated that they are going to fight bitterly against those branches of study in our public schools, which are highly appreciated by those American naturalized citizens, who have had the benefit of European education and culture. Their attack is directed against German instruction, in the lower grades, as a preliminary measure, and also against gymnastics, drawing, and vocal music.

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Inasmuch as this attack is directed against the strong position of the Germans in public affairs, it becomes a political matter, which can not be settled at the ballot-box, because the decision rests with school board, which is not elected by the people, but is appointed by the mayor.

Some of the questions to be taken into consideration in this controversy are:

1. What weight have the desires of more than 40,000 men and women of all nationalities favoring the continuance of German, gymnastics, drawing, and singing, against the senseless outcry of a comparatively small part of the population?
2. Of what importance is the knowledge of the German language in Chicago's industrial and commercial life?

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3. What educational values does the study of the German language offer, according to eminent English-American educators.....and some of the most highly educated German-Americans? What authoritative value have the viewpoints of these capable, far-seeing men in comparison with the opinions of the nativistic, narrow-minded school marms and their male adherents or followers?
4. What value is placed upon the estimate of parents, whose 8,934 children are now taking German lessons in the fourth grade, and, who have already passed the third grade? What do these parents think about the usefulness of German in the third and fourth grade of our public schools? If these parents were not convinced of the advantages of this subject they would have their children discontinue its study.

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5. Shall the public schools of Chicago, the metropolis of the West, be reduced to the standard of a New England village school?
6. Shall not the children of the poor receive the same education in our public schools as the children of the rich, who usually receive these special instructions in the fifth and sixth grades?

To say "no" to the last question would remind one of the famous saying of Vanderbilt, "The public be damned!"

If the school board considers these and similar questions fairly and honestly, rejecting the narrow concepts of the nativists, it will not be able to refuse the request for the continuation of German instruction and the other studies mentioned.

ABENDPOST, March 21st, 1893.

WPA (ILL.) PROJ. 30275

### Meeting Of The Schoolboard.

No decision yet about the teaching of German. The decision as to the question, whether the German language is to be taught in the Public Schools, did not occur even during last night's meeting of the Schoolboard, but was postponed another week. The meeting turned out to be very interesting. Besides a number of citizens, the ladies committee, headed by Mrs. Gertenberg and a few more ladies were present. After discharging the usual routine-business matters, the Schoolboard member, Mr. Halle, introduced the Congressman, Mr. Julius Goldzier. The latter presented a petition signed by 35000 citizens, in favor of retaining the German language in the schools, which proved, that the movement was not the expression of a small fraction of the people only. In a lengthy speech, he exhorted the members of the Schoolboard, to do their duty, which in the present case consisted of complying with the wishes of a large class of citizens and taxpayers. Mr. Goldzier's speech was loudly acclaimed, which compelled the President to declare, that such demonstrations at the Schoolboard's meetings were out of place.

Mrs Gerstenberg also submitted a petition, signed by 5000 women; Thomas Morgan

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submitted another one of the Trade and Labor Assembly, the Central Labor Union, the Socialist Labor party and the Machinists Union No. 16. Similar petitions were also submitted by Miss Burt. The Committee which was entrusted with the deliberation in the matter of the retention or repeal of the special teaching classes, handed, in a majority and a minority report. The former was signed by the Schoolboard members: Halle Duggan, Trudy, Cusack and Miss Burt, and supported the retention of German teaching in all classes. The other supported the opposite, and bore the signature of Schoolboard member Beebe. After a lengthy debate, in which different proposals were made and rejected, it was agreed, that the final decision in the matter of special teaching, should be arrived at the regular meeting next Monday. At the close, a report of the Committee for Buildings and Real Estate was accepted, which proposed the erection of the following schoolbuildings: Building containing 78 rooms on Sholto Street, between Good and Bette Streets, costing \$70,000.- Building with 15 rooms on Fulton Street and California Avenue, costing \$60,000.- An addition with nine rooms on the Vedder Street School, costing \$45,000.- Another one with 6 rooms, on the Armour Street School, costing \$30,000.- An addition with 6 rooms on West 14th Street and Union Street, costing \$30,000.



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GERMAN

Abendpost, Mar. 15, 1893.

THE COMMITTEE ON SCHOOL MANAGEMENT REJECTED THE PROPOSITION  
TO ABOLISH THE TEACHING OF GERMAN

To judge by the decision of yesterday's meeting of the School Board, it seems that the retaining of German in all grades of our public schools is now assured as the voting on the proposition to abolish the teaching of German after the close of the present school year in the primary grades resulted in equal votes, which means that the proposition was rejected.

Messrs. Revell and Halle and Miss Burt were in favor of continuing the teaching of German; Messrs. Laren and Beebe and Mrs. Flower, against it. Mr. Duggan, who left before the voting, declared in favor of teaching in all grades of the public schools.

Immediately after the opening of the meeting, Mr. Halle presented to the Committee on School Management Mr. Max Stern, a representative of the German citizens. He spoke about the retention of the teaching of German and claimed

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to have the signatures of 25,000 citizens of the city who are all in favor of German teaching. Mrs. Flower said that personally she is not opposed to the teaching of German but considers it worthless. Miss Burt, Mr. Halle, and also Mr. Revell spoke warmly in favor of retaining the German language. The latter was of the opinion that the decision of retaining or abolishing German teaching should be postponed till after election, because politics is too much involved in this question, but his proposition was rejected. In the meeting of the School Board, to be held this evening, there will, in all probability, be a final decision about the teaching of the German language. Congressman Julius Goldzier, Mr. Max Stern, and others, will speak in the interest of societies and boards for the retention of the German language.

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GERMAN

Illinois Staats Zeitung, Mar. 12, 1893.

GERMAN WOMEN DEFEND GERMAN INSTRUCTION  
IN IMPRESSIVE MASS-MEETING AT NORTH  
SIDE HALL. ENERGETIC PROTEST TO THE  
SCHOOL BOARD.



Although the weather was very unfavorable, nearly 600 German women came to a mass meeting in the North Side Turner Hall, held in the interest of retaining German instruction and other special branches in our public schools. The hall was too small to hold so many women, and many had to stand. The endurance of these courageous defenders of German in our public schools was, indeed, admirable. A deep interest and a real enthusiasm could be noticed among them.

Of course, this great cause is of unusual interest to German mothers, since they are the natural teachers and educators and have the welfare of the growing generation at heart. The German women have furnished most convincing evidence through their demonstration yesterday, that the propaganda for the retention of German instruction and the other special branches can not be entrusted to better hands.

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The courageous and energetic efforts of these German women should serve as a spur for the so-called stronger sex, to likewise manifest a great zeal for this cause.

Mrs. Dorothea Boettcher called the meeting to order. Then Mrs. H. Voss was elected Chairman, Mrs. Boettcher, Secretary, and Mrs. S. Wolf, Treasurer. Mrs. M. Werkmeister, one of the speakers, said:

"There are many women in this meeting who are more capable than I to give you a clear analysis of the respective branches of study in danger of elimination. However, since the honor of addressing you is conferred upon me irrespective of this fact, I can do so only as a wife and a mother. As such only am I concerned about the school question; and to arrive at my conclusions I have not been assisted by anything but my own understanding and good sense.

"The highest aim of a mother is the physical and spiritual welfare and progress of her children. A mother considers the school as a sacred institution.

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The teachers are her friends and allies, whether or not she is closely acquainted with them. Their calling is her calling likewise, for home and school, and mother and teacher go hand in hand, as it were...

"Our public schools have several special branches of study. Many of our citizens consider them as very useful for the children, and the latter take advantage of this opportunity. These special studies include German, gymnastics, drawing, and singing.

"These branches of study are stigmatized by another part of the population as "fads" or as worthless, and as such they want to banish them from our schools.

"May I ask, how is it possible that the study of German, a world language, can be considered useless and treated accordingly in a cosmopolitan city like Chicago? Those of us who call two countries their own, who in their childhood studied two or more languages, know what treasures were opened to us. The knowledge of both languages is an advantage for our children, and



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is essential for their success. It is also of benefit to them in their social standing if they can express themselves in two different languages.

"We have all met Americans who expressed their regret in not being able to speak German. They did not say this to please us, but had their own advantage in mind. As a mother and a wife, I appeal to you to unite your efforts in order to prevent the elimination of German instruction from our schools. Our children must not be deprived of German, because it will be of untold benefit to them later...

"Today, here, in a city of millions, in a prosperous country, we are fighting for the same branches of study, which have been recognized as valuable factors in education, ever since schools existed!

"Fight, my ladies, - is an ugly word, because we are German women, and German women shun fighting. We are satisfied with our sphere of activities. We do not push ourselves forward, nor do we demand anything. We live for our children only and their welfare is our aim and pride.



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"These children are children of this country. Chicago is their home. They will become patriotic Americans who will love and respect their forefathers. To preserve their mother-tongue for their children is the duty of all German wives and mothers...

"It is your immediate task to overcome your aversion to fighting. You must do everything in your power to prevent the curtailment or complete suppression of German in our schools. It is your duty to fight for progress and for companionship between mother and child. You all think as I do, or else you would not be here.

"Let us remind the gentlemen of the school board through our signatures that we consider them trustworthy men, the protectors of our rights, to whom we have entrusted the welfare of our children.

"Let us tell them that we do not believe that a branch of study, such as German, should be banished from our schools, because it is of so much benefit to the children in the future.



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"If complaints are made about these branches of study, or if the results obtained are not satisfactory, then improvements should be made. We do not believe that these studies should be banished from our schools because of complaints. And we, the German women of Chicago, shall be the first ones to support any improvement, provided that it promotes our cause."

Mrs. Brown, president of the Chicago Women's Alliance requested permission to speak. This woman is well known in American society. She gave a very intelligent and brief speech in English, in which she expressed her joy concerning the interest manifested in these special branches of study by her German-American sisters. She criticized the school board for the absurd assertion that the city can not afford to spend the money for the special studies any longer.

"For the education of our youth," she continued, "no sacrifice is too great. Every sensible taxpayer is willing to do his share." She recommended very vigorously, not only the retention but also an addition of suitable special studies. In closing her remarks she expressed the hope that in the future American and German women would cooperate more closely in the field of



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education and similar matters.

Miss Mary Burt, a member of the school board, was the next speaker. Miss Burt is heartily in favor of German instruction in all the grades of our schools. Not only did she defend it at yesterday's meeting, but she also does so at sessions of the board. Again she emphasized the fact that the best part of the English language is of German origin, and that German is entitled to be studied in American schools.

The speeches of both American ladies were received with enthusiastic applause. The whole audience arose to give recognition to Miss Burt for her great efforts in behalf of German instruction.

After the speeches came the reading of the following protest in German and English, written by Mrs. D. Boettcher, which will be presented to the school board:

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### The Protest.

"To the Honorable Members of the  
School Board of Chicago:

"The signatures below are those of Chicago women whose children attend public schools. These women held a mass meeting on Saturday, March 11th, and resolved to present a petition requesting the Board to retain in our public schools the so-called special branches, such as German, gymnastics, singing, drawing and sewing for the following reasons:

"First, the above mentioned subjects are indispensable to a thorough public education in our age. By restricting or banishing the same, many parents would have to take their children out of the public schools, and place them in private or parochial schools.

"Second, because a school in which the most elementary branches only are taught, is not achieving its primary objective of being the educational

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institution of a people destined to govern itself. One of the cardinal duties of a republic, like ours, is the education of the masses. We would consider it an injustice against the growing generation, if a city like Chicago should reduce its educational institutions to mere pauper schools, notwithstanding the fact that Chicago is rich and prosperous and presumably at the head of progress and civilization. To furnish such a spectacle of retrogression to the civilized world, which is looking to us today more than ever before, would be, indeed, very humiliating and confusing for us, inasmuch as the whole world is progressing in culture very rapidly.

"Third, we have convinced ourselves that the overwhelming majority of the citizens of Chicago are ready and willing to pay the small extra expense for a better education for their children, because such an investment bears a high rate of interest, not only for the individual, but also for the whole community. The better the growing generation is prepared and equipped for the struggles and duties of the future, the more useful will be their services to their country. There will be also less danger of their going astray, or becoming dependent on public charity. Better schools and

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educational institutions will reduce the number of poor houses and jails. Under no consideration should the school problem become a question of money.

"Fourth, the study of another language besides the native one is of inestimable benefit to every child. Goethe, the great poet and scholar, asserted, and all the pedagogues have confirmed, that 'whoever knows no foreign language, knows nothing of his own.' Likewise, experience in our schools has taught us that those children who participated in German instruction were able to pass the examinations from grade to grade just as well as the others, and, in many instances, even better. Undoubtedly the German language only can come into consideration as a second language next to English, because one-third of Chicago's population speaks and understands German. It is also true that this instruction should begin as early as possible, preferably in the lower grades, in order to obtain results. This would enable many of the poorer children who usually quit school early to get at least a foundation, upon which they can build later in life, if they are ambitious.

"Fifth, it is said that the time devoted to German is at the expense of the

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study of English, but this reason is just as untenable as the question of space. In regard to the question of space we point out that according to official reports all children, who have been registered until now, have also been placed. The introduction of half-days in the lower grades has not been considered a detriment, because most parents are of the opinion that three hours per day of school is sufficient for small children.

"Sixth, gymnastics in our schools are an absolute necessity. The development of the body must keep pace with intellectual progress. The former is just as essential and is never underestimated nor neglected by any pedagogue of the civilized world. The health of the children is just as important to the parents and to the state as their intellectual development. The school is to a certain extent responsible for the health of the pupils. Of equal importance is the instruction in drawing. It is a training in skill which is basic in nearly every trade and profession. And what drawing is to the boys, needlework is to the girls. Many of the girls have no opportunity in their homes to learn how to sew, hence the school is an appropriate place for it. Finally, vocal music can be justified from an ethical standpoint. Singing affects the mind of the child in a stimulating, uplifting and ennobling





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manner, and discloses to the child an ideal world in the midst of the crass materialism of our age.

"All these branches, important and necessary in themselves, add variety to the general instruction. Since the child can grasp only a little at a time a change, and a variety in the branches of study, constitutes an important factor in his education.

"Being convinced of the above facts, we, the undersigned, feel under obligation not to deprive our children of any of the mentioned subjects in our public schools. On the contrary, we will strive to have them improved and enlarged so that public education may gradually reach the highest peak possible, for the benefit of our children and to the advantage of our country.

"In this sense, we, the women citizens of Chicago, request the honorable school board to examine our petition. We have the welfare of our children at heart. We trust that the reasons we have stated shall possess sufficient persuasive power to refute all the proposals of any opponents."

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The protest was approved unanimously. Blanks were distributed among the women, and all of them promised to get as many signatures of married women as they possibly could. The assemblage expressed its gratitude to Mrs. Boettcher for the excellent wording of the petition, and for her other efforts.

A committee was then appointed to present the protest to the school board at its next session. Mrs. Dorothea Boettcher will act as the spokesman of the committee.



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GERMAN



Illinois Staats Zeitung, Mar. 11, 1893.

IN FAVOR OF GERMAN INSTRUCTION.

The Schiller Lodge, No. 347, has passed the following resolutions: As in recent times some intolerant and reactionary "un-Americans" have attacked instruction in German, as well as drawing, singing and gymnastics in our public schools, we, the members of Schiller Lodge, No. 347, D. O. H., are of the definite opinion that the above mentioned branches are exceedingly beneficial and conducive to mental and physical development of the growing generations, and,

As we are good American citizens and taxpayers, and as such feel that we have the right to express our wishes in regard to the spending of taxes for the education of our children; we resolve, therefore, to protest against the removal of the previously mentioned branches from our public schools, and urgently request the honorable Board of Education to promote these branches in our public schools as much in the future as has been done in the past.

Abendpost, Mar. 9, 1893.

GERMAN IN THE WHITE HOUSE

Under these headlines, we find in the Washington Sentinel of Mr. Louis Schade, the following interesting story: While in several Western States big battles have been fought on the question whether the German language should be taught in the public schools, and while just now through the influence of Irish Catholic bishops and priests efforts are being made to prevent the use of the German language in German Catholic churches, it is a noticeable fact that here in Washington the highest social circles study the language of our Fatherland and that most all the prominent ladies of society speak German fluently. That preference for German has even found its way into the White House. The grandchildren of President Harrison, the six year old Benjamin Harrison McKee, better known as Bobby McKee, and his little three year old sister Mary Lodge McKee, speak the German language better than children of the same age among three fourths of German Americans. We had an opportunity last Thursday to convince ourselves, when Miss Hampe the children's governess, in our home where she is at all times a welcome guest, made a farewell visit before the President's

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family returned to Indianapolis.

It was a pleasure to hear the President's grandchildren speak a foreign language as fluently as their own. Little Ben wrote his name in an album, in English and German letters. He is indeed a very promising child. To learn and speak several languages is a science. It is commendable that President Harrison and his family, in spite of the American prejudice against the study of foreign languages, sets an example which puts to shame many of our "know-nothings" and also German Americans, who either through ignorance or from cowardly neglect, don't let their children learn their own language, through which they lose their children's respect and are the cause for the children becoming ashamed of their foreign parents and finally become American know-nothings.

We consider it, although not sharing Mr. Harrison's politics, as our duty to express our acknowledgment for the way and manner in which he and his family, especially his wife, who passed away not long ago, have fulfilled their

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domestic and social duties as long as they resided in the White House. German Americans, in particular, should cherish the memory of the ex-President.

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GERMAN

Illinois Staats Zeitung, Mar. 9, 1893.

WPA (ILL.) PROJ. 30275

FOR INSTRUCTIONS IN GERMAN.

At the last meeting of the Executive Committee of the Mutual Benefit Society in Chicago, a resolution to support the movement for the retention of German instruction in the public schools was approved. Mr. J. H. Kraemer was appointed delegate of the society which has approximately 1,000 members.

Lists for the purpose of getting signatures may be obtained from the secretary of the society, Hugo Peters. He will also see that the members of the society sign the petition at their meetings.

Illinois Staats Zeitung, Mar. 8, 1893.

WPA (ILL.) PROJ. 30275

GERMAN IN CHICAGO'S PUBLIC SCHOOLS.

The value of learning the German language in the public schools is recognized by nearly all the nationalities, which are represented in the city. Of the 34,521 pupils enrolled in the German classes in January, only 14,460 were of German descent; 11,295 were Anglo-Americans, and 8,766 belonged to different other nationalities, such as the Irish, Bohemians, Scandinavians, etc. There were 30,462 pupils participating in German instruction during the previous year, and 624 only from all grades, discontinued their study.

German instruction in the higher primary grades meets with the approval of those parents who are not able financially to permit their children to attend school for more than four or six years. If German were restricted to grammar grades only, a large decrease in the number of pupils would be noticeable...

The Germans have at present one important problem to solve, namely to protect and to retain their position of power in public life, and to defend it against the malicious spirit of the "alien-haters," and the fanatical nationalists. Compromise with them is impossible.





Illinois Staats Zeitung, Mar. 7, 1893.

GERMAN IN CHICAGO'S PUBLIC SCHOOLS.

The attack of the Know-Nothings, against German instruction in our public schools, has increased to such an extent that it challenges every German. These attacks against the German-Americans by the Know-Nothing members of the school board are carried on under the pretense that it is an economy measure, but this is only an empty excuse.

Every German, irrespective of party affiliations, should sign the petitions which are being circulated by German clubs and societies, requesting the continuance of German instruction in the primary grades, as well as of drawing, singing, and gymnastics in all the public schools. Not only should the Germans sign the petitions readily, but also assist in gathering signatures among Germans and other nationalities. We must present a united front to the school board, and the overwhelming majority of our votes must be our weapon to defend these branches.

In order to support this movement more effectively, it seems fitting to give a brief history of German instruction in our local public schools, as well as to repeat the reasons for the necessity of continuing instruction in the



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third and fourth grade of these schools.

Upon the recommendation of Lorenz Brentano and Hermann Felsenthal, in 1865, German language instruction was introduced in all the grades of our public schools, except in the tenth grade which was then the lowest one. When, in 1875, a new system of grade arrangement was introduced, instruction in German was restricted to the grammar classes.

However, German was introduced again into the third and fourth lower grades, when a committee of the school board, to which men like J. M. Clark and G. Stewart belonged, recommended this in 1885. The desire to study German became so general that it gradually had to be taught in all the schools.

An agreement was made at that time between L. Nettelhorst, president of the school board, and the other members of this department, to take no steps to direct the attention of parents or children of the different schools, to German instruction; but rather to wait until parents requested classes in German, before such classes were organized...

During the previous season the number of applications required to introduce the study of German in a public school was raised from 50 to 75. Yet in



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spite of all this, the subject had to be introduced in all the schools, located in the recently annexed districts, and in each one of them over a hundred pupils were registered.

Notwithstanding the difficulties with which instruction in German has to contend, the total number of pupils in German classes rose last January to 34,521. According to this figure, 51% of all the pupils in the eligible grades are studying German.

... Experience has proven that the study of the German language is by no means an impediment to the progress of pupils in other branches of study... Special branches of study intensify the interest of the children, enlarge their ability to comprehend, and increase their mental activities, making it possible for the child to learn in eight years what formerly required ten years.

Eminent educators... have agreed that the study of German in the primary grades of our public schools, far from impeding the child's progress in other subjects, is beneficial. It is also stated that the study of another language, besides the English, helps to gain a better understanding, and a more accurate expression of the latter, since the pupils grasp the meaning of the



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English words much more quickly and easily, by comparing them with those of a foreign language.

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GERMAN



Illinois Staats Zeitung, Mar. 5, 1893.

### AN APPEAL TO GERMAN WOMEN.

It is not customary for German women to be active in politics. Their homes are their kingdoms, and their thoughts and efforts are directed towards the welfare of their families. However, unusual circumstances require unusual action. The Germans in Chicago are intensely interested at present, in whether or not German instruction in our public schools is to be continued. This matter affects the German mother and wife so deeply, and is so closely interwoven with her activities and her aims, that her public appearance is not only justified but imperative.

Every German woman, who merely glances at our daily newspapers, is aware of the fact that instruction in German, drawing, gymnastics, and vocal music is threatened again with discontinuation. These are the subjects which have been introduced into our public schools, chiefly, because they were recommended by intelligent Germans.

Germans, in this city, have taken up this important matter with zeal and courage. The German newspapers, without exception have defended it, and they have succeeded in having the decision of the school board in this important matter postponed. But this is by no means a favorable decision. The danger still



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exists, and is more threatening than it ever was before. It will require the utmost efforts of all educated people to win the victory in this great cause.

For this reason the German women of Chicago should get together for consultations on how to meet this threatening danger most effectively. The school board must be convinced that the majority of our educated population recognizes the importance of the afore mentioned subjects, and desires the continuation of the same in our public schools.

To accomplish this, some German women have come together to arouse the interest of the whole German female population of the city. They urgently appeal to all, to attend a mass meeting March 11, at 3 p. m., at the North Side Turner Hall.

All Germans and friends of the German language are urgently and cordially invited to attend. German mothers, who have the intellectual and physical welfare of their children at heart, should not fail to come. Likewise all German teachers of private and public schools, all German women's clubs and societies should attend. We also invite German clergymen of all faiths, pedagogues, and liberal minded men, who are interested in the practical education of our youth. They are requested to participate personally in this



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movement and exert their whole influence.

The purpose of the mass meeting is to discuss this problem from all view points, make resolutions, and secure as many signatures as possible to present to the school board.



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GERMAN



Illinois Staats-Zeitung, Mar. 5, 1893.

### DEFEND YOURSELF!

If the Germans of Chicago desire to prevent the partial or complete suppression of instruction in German, drawing, singing, gymnastics, and sewing in our public schools, then they must defend themselves. Of course, a partial restriction would only be a preparatory step to complete suppression. It is true that nothing can be achieved by force, but we should open the eyes of the school board and convince the members that the newspapers do not represent the opinions of the majority of the people, although they do attack these special branches of instruction with much ado. If we defend ourselves effectively, the weaklings of the school board will soon change their minds. They have no opinions of their own, but repeat only what newspapers have to say.





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If the circular requesting the maintenance of the previously mentioned branches of instruction shows a large number of signatures, the school board will not dare to vote for their discontinuation against the expressed desire of the people. However, the time is very short, and much effort is necessary. Everybody who is in favor of maintaining these branches, should get as many signatures as possible. Teachers in particular, should take this matter to heart.

A meeting of German women will take place at the North Side Turner Hall on Saturday afternoon. If this meeting has a large attendance, it will be an effective and weighty support for the petition.

Let us go to work! If we protect ourselves, we will at the same time protect our public schools from deterioration.

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GERMAN



Illinois Staats Zeitung, Mar. 5, 1893.

### TO FIGHT FOR THE MOTHER TONGUE.

There is a motion pending and if it is carried, the school board will be authorized to discontinue German language instruction, as well as the subjects of gymnastics, vocal music, and drawing. This is a serious blow to German-Americanism and is a challenge to every one. The Germans should be victorious in this battle, due to their numerical strength, provided that they are aware of the cultural importance of these branches, and make the necessary efforts.

The German and German-American population of Chicago is much larger than the Anglo-American one. The German language is spoken by about a half million people, and it is just as indispensable in every day social and business affairs as English. If a child masters both languages, and is well instructed in those special branches, it certainly has a better foundation, and is far better equipped for a future career, than a child without these advantages.

Have not the Germans, in view of their numerical strength, a right to German-instruction in the public schools? Besides, there is every where an increasing demand for German; and it enables parents to train their children better,



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since they can instruct them in their mother tongue. Therefore, irrespective of the practical value of German, its moral and intellectual influence is important. The fight for the maintenance of these branches is a far reaching battle for culture, particularly in this cosmopolitan city. Every true friend of progress, irrespective of nationality, ought to be interested in this struggle.

... This is a battle for progress, and is directed against nativistic insolence. Nativism raises its head whenever it believes that its power is endangered; it is the result of a narrow and limited education, and its deportment leads to the conclusion that the worth and fitness of a citizen in this country depends entirely upon his command of English and his adaptation to English customs.

As a convincing counter-evidence it is necessary only to point to the almost exclusively English-speaking rowdies and tramps, who maintain gambling and vice resorts, who make our streets unsafe, and who dominated the scandalous primary election, so that decent citizens turned away in disgust... This party (now fighting against German instruction in our public schools), and these contemptible tramps are indeed worthy associates of the anti-German members of the school board and of the English newspapers.



Illinois Staats Zeitung, Mar. 5, 1893.

What chances for intellectual and cultural progress would there be if this clique should carry out its slogan: "America for Americans only!"

This republic was not founded only for English speaking people and their descendants, but for the oppressed of all the countries, who through their industry and public virtues, try to make an honest and independent livelihood. The fathers and founders of our country, Washington, Jefferson, Franklin, and others, understood this, as clearly evidenced by the Declaration of Independence and the Constitution.

The same standpoint should be taken by the representatives of our free public schools.... If man is the product of his training and environment, a narrow and restricted education must, therefore, produce a narrow minded and stupid man - a selfish worshipper of money, with no ideals, whose enthusiasm can be aroused for the almighty dollar only. This is the class of people which gives us on one hand, the fast growing, prosperous exploiters of a monopolistic industrial system, and, on the other hand, the presumptuous "Know-Nothings," the intolerant, puritanical bigots...

Progressive and liberal citizens should, therefore, never tolerate the suppression of those respective branches of instruction, but insist upon



Illinois Staats Zeitung, Mar. 5, 1893.

possible improvements of the same. No citizen should fail to sign the petitions which are now being circulated for this purpose.

C. H.

"Abendpost", March 4th, 1893.

WPA (ILL) PROJ. 30275

### The Prospects are improving

Next Tuesday, there will be in all probability, a decision reached, about the German teaching. It seems that the Committee for School Affairs have agreed to accept the proposition of Mr. F. C. Halle, who as is well known, is in favor of same. Only the teaching of some special subjects will be limited. A number of German women have issued an appeal, according to which a mass meeting will be held of all the friends of German teaching, in a week from to-day in the Northside Turnhalle.

The ladies consider the subject too important, not to pay the greatest attention to it therefore they expect, that the meeting, which they arrange, will be well attended.



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Illinois Staats-Zeitung, Mar. 3, 1893.

WPA (ILL.) PROJ. 30275

SPECIAL INSTRUCTION.

The school board committee decided at yesterday's session that it would await the report of E. G. Halle, one of its members, before voting on the question of abolishing or continuing German instruction in the public schools. There was a tendency to take unfavorable action on the "German issue," when Mr. Halle asked for the privilege of submitting his findings. He promised to give a written treatise to every committee member before the next meeting. The request was granted. The committee will be prepared to give its report at the next session.

A member of the school board commented on the general sentiment of the committee towards the special branches: "It is evident that the question of German and gymnastics will give us considerable difficulty. Instruction in drawing will be slightly curtailed and music can be eliminated altogether without serious objection. It may be possible that the entire problem will be definitely settled at the next conference."



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Illinois Staats-Zeitung, Mar. 3, 1893.

### THE FIGHT AGAINST THE GERMAN LANGUAGE.

In this fight involving the German language instruction at our public schools, we are opposed by the entire English press. The fight about the German instruction is not a party issue. It is a bitter contest between the progressive spirit of Germanism and antiquated Americanism. The latter is somewhat conceited because it has produced a few eminent scientists. They conclude from this fact that the old system is still satisfactory. They forget that those few distinguished men rose to eminence not on account of the educational system but in spite of it.

The fight around the German instruction is thus a contest between the old educational methods and the new ones. But because the new educational methods originated in Germany, the contest now raging is assuming a political tinge. The fight is narrowing down to a test of strength between the pro and anti-German elements.



Illinois Staats-Zeitung, Mar. 3, 1893.

The real purpose dictating the abolition of the German instruction is inspired by the desire of eliminating simultaneously all German influence.

No doubt, the situation is serious and it behooves every German to do his duty and to defend his rights. The school board members who upheld the German pedagogical ideas will then be convinced that the majority of the public is supporting them.

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Illinois Staats-Zeitung, Mar. 3, 1893.

### THE PUBLIC SCHOOLS.

The following proclamation will be sent to all the clubs, lodges and associations, whose addresses are known to the committee....

"The Agitation Committee for the promotion of the continuance of special branches in the public schools asks your valued association to use its full power and influence to give added pressure to our protest against the attempted curtailment of school subjects.

"There is a harmful proposition on the school board's calendar which will affect our schools; German, gymnastics, singing and drawing are to be discontinued in the 3rd and 4th grades. Once started, the work of destruction will continue until the enemies of progress attain their goal. We are sending you a number of petitions, and we believe that you



Illinois Staats-Zeitung, Mar. 3, 1893.

will not experience any difficulty in obtaining the necessary signatures from your friends and members, especially if you announce it at a general meeting or entrust a diligent committee with the work of gathering names from all nationalities. Whatever may be done, must be accomplished quickly. Therefore, we ask you to send the signed petitions not later than March 14th, to Mr. Max Stern, 84-86 Fifth Ave. He can supply additional blanks when you need them.

"We repeat, that our schools are facing a definite peril and quick, energetic help is needed. We rely on your assistance.

Respectfully,  
The Agitation Committee."

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Illinois Staats-Zeitung, Mar. 1, 1893.

WPA (ILL.) PROJ. 30275

### GERMAN WOMEN TO THE RESCUE.

We hear that a movement has been started to induce the German women of our city to take an active interest in the German language instruction problem. This is a move in the right direction. The German woman is the best qualified judge; she, above all others, can determine the true value of German instruction in our public schools, and therefore will be a most welcome ally in the fight for its continuance. A council meeting is to be held at a private residence, in order to make arrangements for a mass meeting at the North Side Turner Hall.

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"Abendpost", February 24th, 1893.

### Temporarily Defeated.

The Chicago School board did not decide so far, to abolish the teaching of German and the other "Fads." Some of its members are perfectly aware of the fact, that the knowledge of the "Three R'S" is not sufficient any more, and that the school must lay the foundation of a higher education. The opponents of the so called special subjects are either fanatical haters of foreigners or are under the mistaken impression that every subject should be on the instruction list only for its own sake. We might call the latter, fanatics of usefulness.

They demand, that every child partaking of German lessons, should speak it fluently those partaking of Drawing lessons should become finished artists, and those receiving singing lessons at least heroic tenors or Prima-donnas. It is difficult to make them understand, that with the knowledge of another language, the understanding of one's mother tongue and grasping is made easier. Strangely, this side of the question has been best understood by the two women members of the school board. Especially has Miss Burt through her remarks on pedagogical principles, proven, much better qualified for her office, than the majority of the school board's Male members.

GERMAN

"Abendpost", February 24th, 1893.

When, at the end of the 19th Century, in one of the newest, cultural cities, a school board advocates a standpoint, according to which the schools should only be considered as training institutions. This is certainly very regrettable.

Those members of the School Board, who vote against the special subjects because they imagine, that by doing so, they are proving their "American Patriotism" beyond suspicions are playing a sorry role. There must be particularly mentioned, one Scandinavian, who brags about his countrymen's ability, to become Americanized, in a short time, and demands, that other nationalities should follow suit and bring up their children as "superficial Americans", a person, who considers an exclusively pedagogical question, from this viewpoint, is a poor guardian of the public schools. For the moment, the attack of these obscure men has been repulsed, but, no doubt it will be renewed, and therefore it is imperative, that the friends of the special subjects, should be watchful. Only, after the principle is conceded, can we discuss whether the methods of teaching could be improved.





"Abendpost," February 22nd, 1893.

Delegates of German Societies Protest Against The Petty  
Plans of the "Know Nothings."

In the Northside Turnhalle, a meeting was held last night, which was not attended by very many, but those present, showed a spirited interest. The object of the meeting was, to find means, to fight against the intention of abolishing the teaching of the German language and also all special subjects in the lower grades of our schools. The following societies and lodges were represented by their membership: Veterans of the German Army (80), Turnverein Fortschritt (130), Rheinlander Bund (96), Turnverein Garfield (200), Harugari (3200), Rothmanner (1600), Germania Mannerchor (750), Auserwaehlte Freunde (34 Lodges), Mutual Benevolent Society (220), Turnverein Lincoln (190), Bowling Club Humor (20), German Society, German Press Club, Plattdeutscher Verein, (175), Chicago Turnerclub (800), Germania Turnverein (150), Social Turnverein (270), Turnverein Washington (90), Aurora Turnverein (470), German Warcomrades (135).

Turner Max Stern presided. He submitted a resolution, which was drawn up by former Alderman and present Congressman, Mr. Julius Goldzier, and was accepted in an amended form. These resolutions will be handed by a committee of 25, appointed yesterday evening, to the Schoolboard, which meets tomorrow. The text of the decisions shall not be made public, before the Schoolboard takes notice of same. Considering, that the decision may be made by tomorrow, quick action is demanded.

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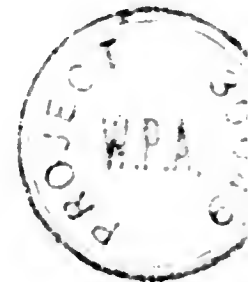


Illinois Staats-Zeitung, Feb. 22, 1893.

# GERMAN ASSOCIATIONS OPPOSED TO KNOW-NOTHING PROPAGANDA IN SCHOOL COUNCIL.

The meeting of delegates from all the German clubs in Chicago, which was held yesterday at the North Side Turner Hall at the behest of the Chicago Turngemeinde, (Gymnastic Association) as a protest against the recently attempted discontinuation of German instruction as well as other special branches in our public schools, brought a very gratifying response.

The sentiment of the assembly may be described as having been lukewarm, since nobody was in a particular hurry to offer any resolutions. The general attitude changed instantly, however, when it became known that a definite decision may be given on next Thursday at a special session



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of the school board, when the question about these branches comes before it. The abolition of German instruction would of course also affect gymnastics, singing, manual training and several kindred subjects which are standard components of the present curriculum. That the school board could or might make such a drastic cut at the instigation of the sensation-mongers, our yellow press - that appeared to be real news for some of the delegates, but this denouncement sufficed to bring them into a huddle for contemplation. If the resolutions are followed and worked out in detail, success will be assured.

The committee considered it expedient not to divulge the plans of the assembly until they are given to the school board, so that this body may not be given time to concoct a few excuses. But the essence of the text,



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in its spiritual appeal, might be outlined. The undeniable arguments in support of truth and powerful appeals for the development of the soul in mankind, the intrinsic, yet dormant qualities which are still within the innermost recesses of a subtle heart, the German character, which, in the assimilative process forms a previous part of future generations in this new fatherland - these topics are part and parcel of the resolutions.

The walls in our schools shall not reverberate with songs any more; the tiny hands must not acquire skill; forming, shaping of paper and clay is superfluous, gymnastics is a waste of time....for a school system which requires \$6,000,000 per year and proudly calls itself the best in the world! The training of a child's hands, in order to make it conversant with drawing and modelling, which may be the only opportunity it ever



Illinois Staats-Zeitung, Feb. 22, 1893.

will have to awaken its latent talents; that shall be abolished. Yea, the public schools do not serve cream and "tidbits" on their bill of fare; the guests don't pay and ought to be satisfied with water and bread.

How decidedly different do the retaliatory arguments sound: Is it your intention that our youths shall be cold creations from lifeless patterns? Don't you wish to implant something into their growing minds which creates happy, impressionable and alert children?

Don't you desire to broadcast seed which, perchance, might lodge in some fertile spot and there mature as a magnificent flower? A shallow versatility deserves condemnation. Surely, therein we agree with you; but a heartless restriction to a mere cultural vegetating - that is a boundless evil!



Illinois Staats-Zeitung, Feb. 22, 1893.

We should enlarge our educational plan! Chicago has been bragging about its cultural system, now let it live up to it!

Now, as to the German language. The resolutions showed, that the young mind attains the greatest proficiency when learning another language; that Chicago's German population hovers around the 400,000 mark. Mr. Hibbeler deserves credit for having this statistical reference inserted and Mr. Theo. G. Steinke added a few significant remarks. Our logical answer to that frequent question why German should be taught, is: Chicago has a colony of more than 400,000 Americans of German origin, nearly one-half of the city's entire population; that next to English, German is mostly used throughout the world. Finally, after considering these proofs, Mr. Steinke insisted upon a more energetic presentation of all phases pertaining to the cause. The delegates were now fully aware of the importance and magnitude of this problem, prompting them to add further





Illinois Staats-Zeitung, Feb. 22, 1893.

resolutions which will all be presented to the school board next Thursday by the committee of five. The members are: Messrs. Julius Goldzier, Geo. O. Schmidt, O. L. Wullweber, J. P. Hand, Louis Schutt and Max Stern. A roll-call showed the following participation: Veterans of the German Army, 80 members; Fortschritt Turnverein (Gymnastic Society); Harugari Order, 3,000 members; the Rothmaenner, (Red Men), 1,600 members; Germania Male Chorus, 750 members; German Press Club, and a long list of other German clubs, representing 15,000 members. The agitation will affect the entire city within the near future.



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Illinois Staats-Zeitung, Feb. 21, 1893.

WPA (ILL.) PROJ. 30275

THE FIGHT AGAINST THE "FADS" CREEPS UP AGAIN.

The Lilliputian and the great American press, particularly the small, which in proportion to its size makes the loudest racket, has evidently, for lack of a more auspicious topic, worked itself into such feverish truculence about the so-called "fads" in our schools, that it finally succumbed and lost its senses. A European who comes to Chicago and reads that trash inadvertently indulges in some introspection and ponders:

"What sort of a dementia is it that afflicts these unfortunates? Music, drawing, claymodelling, gymnastics, mastery of another language, subjects which are everywhere considered to be the essentials of an education, are to be dispensed with, nay, are considered detrimental and must be abolished!

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WPA (ILL.) PROJ. 30275

Illinois Staats-Zeitung, Feb. 21, 1893.

Don't they comprehend, that a child's inquisitive, active mind suffers from ennui and loses its powers of concentration if attention is restricted to a single subject? That variety is as much of a treat for the mind as for the stomach? That singing, gymnastics, drawing and modelling in clay are welcome exercises which interrupt the incessant, monotonous learning by heart, the three "R's" and grammar; that they expand and strengthen our lungs, give suppleness to the body, make our eyes more discerning and awaken the sense of beauty; that they create a diversified education which is necessary in the fight for existence in a modern complex civilization? Among how many gifted musicians has the love for music been aroused in the public schools, and how many great artists discovered their trend and talent during the drawing period! These obstructionists of instruction are unalterably opposed to the accumulated experience of our Old World pedagogues!"

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Illinois Staats-Zeitung, Feb. 21, 1893.

WPA (ILL.) PROJ. 30275

This would be the verdict of a European, and we cannot see how we can embellish it, if we were to comment on instruction in the German language! One of our contemporary newspapers feels incensed that we referred to it as the "Know-Nothing sheet." But pray tell us what other title we should deign to bestow, when it proclaims a "Know-Nothing" attitude?

While it wants to have German instruction in the public schools poked, pulled, tugged and steered out of it, it is on a par with the clique which insists that in the U. S. or in Chicago, only English shall be spoken with the traditional twang of the guttural, drawling, cockney English and the genuine brogue of the Irish. The old "Know-Nothing party" discovered the principle "America for Americans!", the new one changes the quotation: "America for the English language!" And after all, English is only one of the many languages which acquired an existence here through the assimilation of immigrants who became citizens. Because the English language is an

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WPA (ILL) PROJ. 30275

Illinois Staats-Zeitung, Feb. 21, 1893.

important and indispensable means of communication for our polyglot population is no reason why it should banish all other languages in order to be omnipotent. That would make the mortar more important than the stones! It is established beyond doubt, that another language is of benefit to the pupils. Common sense tells us that in a city like Chicago, where a second language is chosen, it should be the one represented by a third of its population. Strange to say, this particular group speaks the language of a people which has reached the top of civilization. The argument as to the efficacy of the German instruction should be referred to the school board. We have the verdict of an experienced and qualified German teacher in our favor, although his personal interests rests with the other side. If results do not come up to our expectations, then the methods must be changed! If an apprentice cannot do everything which might be expected, then we don't kill him, but give him good advice so that he can do better work; and if some arrangement proves deficient, then we do not improve it by throwing it overboard.

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WPA (ILL.) PROJ. 30275

Illinois Staats-Zeitung, Feb. 21, 1893.

This antithesis towards the teaching of German, singing, gymnastics, drawing, clay modelling and sewing, is the fight of the "ignorant" and "dunces-by-preference" class against the seekers of knowledge; it is the spirit of medievalism against the permeable light of modernity; the banner bearers of retrogression who resent progress.

We are convinced that our school board will not be influenced by the senseless gibberish of a retrogressive element, which wishes to conjure up the abysmal medieval past; we feel certain that our educators will retaliate by unfurling the flag of progress, so that Chicago may not be ridiculed by a civilized world.

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"Abendpost", February 21st, 1893.

[SPECIAL SUBJECTS IN THE PUBLIC SCHOOLS]

There will be held a meeting tonight, in the small room of the northside Turner hall, in support of retaining German teaching, also drawing, gymnastics, singing, etc. in the public schools.

Most of the German Societies and Lodges will be represented at this meeting.

Chicago Tribune, Feb. 18, 1893.

WASHINGTON HESING'S ATTITUDE ON TEACHING  
GERMAN IN PUBLIC SCHOOLS.

When Washington Hesing was a member of the Chicago School Board in 1873 he and John C. Richberg, the other leading member of the board, united in a report favoring the teaching of German in the grammar grades only. The language of the report was as follows: "We would therefore recommend that the study of German embrace four years in the grammar schools from the fourth grade upwards." Messrs. Hesing and Richberg united in deprecating the teaching of German in the sixth and seventh (the highest primary) grades, saying: "Experience has shown that the time spent in these grades can be far more profitably employed with the scholars in the other grades."

In an interview with the Evening Post, which has reproduced the report from which the above extracts are taken, Mr. Hesing says that he stands by the report of 1873. He thinks it is sound and applies to the circumstances of the present day.

Are we to infer that Mr. Hesing, if elected Mayor of Chicago will favor dispensing with the teaching of German in the primary grades? Everybody who



Chicago Tribune, Feb. 18, 1893.

understands the subject and who is honest and candid knows that the attempt to teach German in the primary grades is absurd, that it is a waste of time and a nuisance. It was introduced in the primary grades in the interest of jobbery. The purpose was to make way for teachers clamorous for positions, and to promote the interest of a German book publisher and a German compiler of the books issued by this publisher. The whole business is a fraud on the face of it. Mr. Hesing understands it to be such, and by indorsing his report of 1873 in effect has so declared.

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Abendpost, Feb. 17, 1893.

GERMAN



TURNER COMMUNITY HOLDS MEETING

The Chicago Turngemeinde (Turner Community) invites all German Societies and Lodges of Chicago , to send delegates to the meeting, which will be held Tuesday, February 21st, in the Hall of the Turner Community.

The object of the meeting to agitate for the upkeep of teaching of German, Drawing and Gymnastics etc. in the public schools.

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Illinois Staats-Zeitung, Feb. 17, 1893.

### IS GERMAN INSTRUCTION FACING ELIMINATION?

It may be recalled, that during the last session of the school board, the proverbial objection to educational "fads" in our public school system was brought up again and of course, German instruction is inseparably connected with it. Therefore, the South Side Turngemeinde (Gymnastic Association) considered it imperative to invite all local German clubs and lodges to a general meeting which will be held next Tuesday, at their hall. This problem, which creates new obstacles to the teaching of German, is to be thoroughly thrashed out, and delegates will be selected to make the necessary investigation. We refer our readers to the notice of the Turngemeinde in today's paper. It is very commendable that this association takes such energetic action in behalf of this important affair and it is highly desirable that our German clubs and lodges become affiliated with this movement so that a strongly expressed opinion may avert this impending elimination of German instruction in its very incipency.

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Illinois Staats Zeitung, Feb. 3, 1893.

SCHOOL QUESTION A VICTORY FOR GERMANS  
OF ILLINOIS AND CHICAGO.

The state of Illinois has been liberated from the tyrannical Edwards' law at last! At the state senate, which is composed of 29 Democrats and 22 Republicans, not one voted against its absolute abolition; but quite a few were absent during the roll call. At the legislature, which consists of 78 Democrats and 75 Republicans, 120 voted for total abrogation, that is, 76 Democrats and 44 Republicans; 11 reactionary, dyed-in-the-wool Republicans said no; but not a single Democrat was in that category; 22 representatives were absent, 20 Republicans and 2 Democrats.

After the vote was taken, 26 Republican representatives made a written declaration, that the Edwards law should be superceded by a new compulsory school statute. Therein it is admitted that the bill must provide equality and liberty for the private and parochial schools; that the state shall not dictate any of its courses nor inhibit the teaching of foreign languages.

The Chicago Tribune, Republican stronghold, admonished its party brethren to avoid any controversy which is designed to restrict privately endowed church schools or other subventioned individual schools, and to give them unrestricted



Illinois Staats Zeitung, Feb. 3, 1893.

freedom in their choice of subject matter and languages. There is no doubt, that the present session will produce a new compulsory school law which follows the desirable Wisconsin model. And its acceptance by the governor will be as certain as has been his consent to the death warrant of the Edwards law.

The cancellation of the Edwards law is in itself a sublime reward for the three years fight, and the labor and effort which the Illinois Germans have put into it. This German school victory in the Senate has its counterpart here in Chicago. Despite the vituperation and storming of our local Know-Nothings and their subservient press against German language instruction in the public schools, our Board of Education has appropriated a larger sum for its continuance and voted unanimously in its favor; furthermore, this council raised no objections against other branches which the ignorant herd tried to ditch, such as gymnastics, etc.

The above recapitulation of that glorious double victory is another indisputable proof of what the Germans of this state can accomplish for their own and the public's welfare, if they are awake and united.

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"Abendpost", February 3rd, 1893.

For German Teaching.

After the Chicago Turner Society, the Turner Society, Garfield and several other societies took a position against the Nativists and bigots, who once more oppose the teaching of German in the public schools.

They will be joined by the Columbia Turner Society. The affair will be provisionally debated tomorrow evening at the good will meeting, in the Hall of the Columbia Turner Society, 1148-63rd Street.

Illinois Staats Zeitung, Feb. 2, 1893.

WPA (ILL.) PROJ. 30275

THIS YEAR'S SCHOOL BUDGET.

The school board was in session yesterday and Mr. C. L. Warner, chairman of the Finance Committee, submitted the budget for the fiscal school year. The net expense for school purposes will be \$5,859,800...

Gymnastics.....\$23,000.

German Language

Instruction.....155,500.

Last year the cost of German instruction amounted to \$150,979.95. This year \$155,500. were provided and, as there is a \$10,000. surplus available from the past year, Chairman Halle is fully satisfied with the present allotment....



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Illinois Staats Zeitung, Jan. 27, 1893.

## REGARDING THE SCHOOL QUESTION.

(Vox Populi)

In regard to the article of Feb. 23rd, published by the Evening Post, I beg to offer a few corrections. You claim that in Prussia, languages are not taught until the pupils are in high school. This is an error. In Berlin, Hamburg, in fact in all important cities, English is taught in the public schools, and in Muenden, Westphalen, (a province in Germany) our mutual birth-place, French has been included in the elementary schools for the last 15 years, as I have been reliably informed. Concerning the other so-called special studies, singing, drawing and manual training; I was instructed in these branches 50 years ago, in a hamlet of the Paderborn District. These subjects were considered to be customary school courses and were not honored with the title "special branches". These Americans who never miss an opportunity to brag about being the richest as well as the best educated nation on earth, and who look with disdain upon Germany, should be ashamed of their incessant pusillanimous objections based on the pretext, that such tuition is too costly, when the Germans, after all, have done the most toward this country's greatness and prosperity.



Illinois Staats Zeitung, Jan. 27, 1893.

That the children in Germany are taught more thoroughly, is attributable to the longer school attendance since most children are required to study from the 6th to the 14th year. Those parents in this country who only send their youngsters to school for two years, are anything but commendable specimens. It is therefore the state's supreme duty to thoroughly revise the compulsory school law.

(signed) M. K.

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GERMAN



Illinois Staats Zeitung, Jan. 26, 1893.

GOETZ, SCHOOL BOARD MEMBER, PROVES  
VALUE OF GERMAN INSTRUCTION.

Heretofore Messrs. Halle, Bluthardt, Goetz and Boldenweck have ignored the antagonism towards German instruction in our schools, a propaganda in which our English speaking press has taken the most conspicuous part, but now these members of the school board find it preferable to reply, since the necessity appears to arise. It is not stated, that this crucial moment has arrived but the attacks continue in an increasingly venomous spirit and with greater frequency.

In order to show the "true" Americans, whose particular pride consists only in being able to learn one language, that there is a school board in existence which is undismayed by the incessant caterwauling of a small native minority, school board member Fritz Goetz now comes courageously forward and brings conclusive evidence, based on facts upon which he justifies his actions. His colleagues, particularly Messrs. Halle and Bluthardt, will be at the school council, prepared to take the initiative, if the dissenters should endeavor to carry the fight before this august body, and will receive the indigenous element in such a befitting manner, that the



Illinois Staats Zeitung, Jan. 26, 1893.

natives must sue for peace.

"German in our Public Schools." Hark ye to the defenders! This is the title to his explanation, which we quote below.

"The attack which the press makes upon special studies in our public schools has no justification whatsoever, according to my opinion. It is sheer nonsense to consider any study course as a 'fad', if it happens to be outside the realm of reading, writing, arithmetic, and geography. As our public schools teach German, the question arises: Why not include Hebrew, French and other languages?

"I maintain that German, next to English, is the most important commercial language in the world, and in a city which has a million inhabitants of which 350,000 are German, as shown by the last census, that language should be taught. The German-Americans are not unreasonable in expecting recognition of their mother tongue.

"Lord Brougham once said: 'He who does not understand at least two languages is only half educated.'



Illinois Staats Zeitung, Jan. 26, 1893.

"Dr. Kiddle, superintendent of New York's public schools for many years, declared: 'In those schools where the German language is taught in a most meticulous manner we do not note any retrogression in the English branches; to the contrary, one finds that the knowledge of English, specifically grammar and composition, are improved; it enables the scholars to express themselves more eloquently because it gives them a better insight in regard to the true definition of words for their own language and it develops thinking in general.'

"Dr. W. T. Harris formerly superintendent of the public schools of St. Louis, now Senior Professor at the Concord School of Philosophy, one of our greatest teachers, and Dr. A. I. Rickoff, former superintendent of the Cincinnati and Cleveland schools, report similar results. I can quote verdicts from many such prominent authorities to prove the correctness of my assertions; that it is important for Americans to learn German where this language predominates.

"Another eminent professional, W. T. Harris, U. S. Commissioner of Education, stated: 'It is desirable beyond doubt, that the immigrant should be educated in the same schools as the native-born population, if he is to exercise political power. With this principle in mind, most of the eastern and western





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cities that have large German populations, have included this language in the regular curricula of their public schools. A large number of pupils who had heretofore been taught by foreign teachers in private schools went to the public schools and, while learning a little German, they absorbed a large amount of English which is very beneficial to their own future and that of the native element. The influence of the schools affects the children, and eventually reaches the parents and, where formerly only German was spoken in the home, the entire family now speaks English, in order to foster the new generation's predilection. These German children, under the tutelage of the public schools, grow into American citizens and are just as good as the offspring of Anglo-American citizens.'

"It may be recalled, when German tuition was first offered, (I believe it was by the Franklin school), there were many private schools in the northern part of the city. The parents soon broke off their connections with them and matriculated their children in the public schools.

"Several colleges announce: 'German should certainly be taught, but not in the primary classes.' I am of another opinion. The proper place and time to learn German, is in the lowest primary class; in the first school year.



Illinois Staats Zeitung, Jan. 26, 1893.

"It is often said, that parents do not wish their children to learn German. I will show an example to refute this. During the past year, application blanks were sent to the principals of all schools with the request, that they be answered by the parents as to the desirability of teaching German to their children.

"Dr. Zimmermann gave these forms also to the principal of the Lewis School in Englewood, requesting that she distribute them. The lady replied that the district is purely American, not 25 applicants would appear. Finally she circularized the leaflets, although she objected in the beginning, and what was the result? More than 400 children, most of them of non-German origin, applied for German instruction.

"Business men know from experience, that if a city has a large German population, then it is of great advantage to be familiar with that language, just as French in New Orleans is well nigh a necessity. For years I have been associated with manufacturing interests in this city and naturally came in contact with many merchants. Innumerable times I have heard them express their regrets in not being able to speak German, and deploring their lack of opportunity, as during their youth foreign language was not taught in the schools."





Illinois Staats Zeitung, Jan. 26, 1893.

Mr. Goetz added the words of Mr. John B. Peaslee, former leader of Cincinnati's public schools, an authority of national renown, who gave his experiences anent the German question. Suffice it to say, he was opposed to it, until he made the startling discovery that the students who studied German, were the best scholars of the class. Mr. Peaslee was prejudiced on the German subject, just as many of our teachers and editors appear to be.

"Chicago is a cosmopolitan city, our country has invited all nationalities to its shore; we should therefore be tolerant. Give the most thorough education to our offspring and the future generations will reap the benefits. To abolish this important subject would be a decided retrogression."

At a future date, Mr. Goetz will express his views about gymnastics and explain why it is an important branch of our educational system.

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GERMAN



Illinois Staats Zeitung, Jan. 5. 1893.

### GERMAN INSTRUCTION.

Regardless of the recently renewed attacks of the "nativistic" press, the popular demand for German instruction mounts steadily and, commencing from next Monday, it will be taught in all the public schools of the city, with the exception of a few small branch schools. A few years ago, German was taught in 146 schools, by 220 teachers while 40 schools in the annexed districts did not list it in their curriculum. Through the efforts of the German school board member, E. G. Halle, new rules were adopted which made it possible for children to include this subject in their studies, if they desired it, since these schools are now under the jurisdiction of the new regulations. Already in September, 30 additional schools taught German and next Monday another 13 will offer this course. This means, that in all of the city's 189 schools, the German language will now be taught by 265 teachers, and that 40,000 scholars will avail themselves of this opportunity. The year of the World's Fair also marks the realization of aspirations for the friends of the German tongue. Since German is now a regular subject in all schools, no particular difficulty will be experienced in providing it, whenever new schools are being built. The German Committee of the school board, and Dr. G. A. Zimmermann, supervisor of German instruction, deserve congratulations for their success. May they also be able



Illinois Staats Zeitung, Jan. 5, 1893.

to assure its continuance and to defend it against the attacks of its adversaries in the future.

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"Abendpost", January 5th, 1893.

WPA (ILL.) PROJ. 30275

School Affairs.

On account of a lengthy, lively agitation there will begin on next Monday, the teaching of the German language in the Public schools. So far, the School Board had form letters printed, which had to be mailed by the Principals to the parents of the pupils, but the Principals, who as a rule oppose the teaching of German, failed to do so, and threw the circulars away. According to a change in the rules, decided upon by the Schoolboard, the Principals are compelled to distribute the circulars among the children.

75 of these applications are sufficient, to introduce the teaching of German in any school, and it is so easy to obtain this figure that there can be no doubt, but that by next Monday, with the exception of a few branch schools, all the public schools in Chicago will start teaching German. .

GERMAN



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Illinois Staats Zeitung, Nov. 10, 1892.

### MAJESTIC.

According to its origin, the title Majesty does not belong to kings and emperors, but to the people. Originally it designated the highest power and dignity of the state and was attributed to the people of the Roman Republic. Majestas populi Romani - (Majesty of the Romans), that was the title originally. Kings and emperors have stolen it from the people, yielding to the precedence set by the Roman emperors.

In the United States of America, however, one may still say, "Populi Americani Majestas" - (The majesty of the American people). Never before did the majesty of the American people appear so majestic as on November 8, 1892. Never before in the history of the world did it happen that thirteen to fourteen millions of voters made a decision in regard to their future government within a few hours, at the ballot-box, after a few months of quiet investigation and deliberation, and without shedding a drop of blood...

Is there any comparison between a change of government executed by a **great** people, and the succession to a throne due to the death of the **predecessor**? The people of a monarchy simply have to accept a ruler, whether he is

Illinois Staats Zeitung, Nov. 10, 1892.



intellectually or morally completely unfit or not, to govern a well educated and cultured people.

On the other hand, the American people have just elected as their president one of the two capable, trustworthy men, whom they themselves had nominated. They have chosen the one whose principles more fully correspond to their own conception of general liberty and equality.

The American people made the decision on November 8th that there should be no second rate citizens in this country, but that all of them should enjoy equal rights, irrespective of their nationality and their mother-tongue. This is indeed a great and majestic gesture, exceedingly fitting and worthy of a gigantic nation of free citizens!

The American people manifested on this memorable day its clear foresight and its penetrating understanding, by its decision for a moderate tariff reform, for honest money, for an administration as free as possible from party politics, for the continuation of sensible immigration, for the



Illinois Staats Zeitung, Nov. 10, 1892.

protection of the rights of parents in matters of education, and against compulsory prohibition.

Cleveland, in his enjoyment of victory will undoubtedly remember the good advice given to him personally about three months ago by a representative of this paper, our friend, F. Hesing. Four years ago he lost New York, and, as a consequence, the presidency, because he permitted himself to follow bad advice, namely, to be silent on the question of personal liberty.

This time, however, listening to practical advice, he did express his opposition to the despotism of the prohibitionists, the suppression of foreign languages, and interference with parental rights. As a result of this, he won New York, as well as the presidency, and, in addition, he captured the states of Illinois and Wisconsin, just as the practical adviser had predicted he would do, provided he followed his advice.



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GERMAN

Abendpost, August 5th, 1892.

WPA (ILL) PROJ. 30275

### School Report 1890-91.

The annual report about the Schools of Chicago till June 30th, 1891, has just been published. President Nettelhorst says in his report, that there was a financial crisis when he took office in 1890, principally caused by the addition of 700 teachers at the end of the schoolyear.

3000 teachers were employed of which only 190 were male teachers, 11 new schools were built and many localities rented for school purposes. The number of pupils were 156,751, an addition of 11,210 from the previous year. 45 evening schools employing 256 teachers and 12,000 pupils are in operation. The evening high school has been visited by 711 pupils. Payments of wages were \$2,288,782 total expense \$3, 503,481.05. For German lessons the amount of \$116,311 was spent, and 36,133 pupils took part in German lessons of which there were 1332 pupils in the High School, of this number 16,527 were of German descent, 10,132 Anglo-Americans and 9474 belonged to other Nationalities.

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GERMAN



Illinois Staats Zeitung, June 25, 1892.

### CRUSADE AGAINST HATRED OF GERMANISM.

The German-haters are again busy in different states. Again they are aiming their attacks against the German language.

Instructions in German in our public schools is a thorn in the scanty flesh of the hating Know-Nothings. Since they succeeded in suppressing German in St. Louis, one of the strong holds of Germanism, they have become assertive.

The Germans not only have to keep up the fight for German in public schools, but must also continually defend their own schools if they do not wish to be defeated.



Illinois Staats Zeitung, June 25, 1892.

If, for instance, the present election campaign against the Edward Law fails, the Know-Nothings in other states would immediately attempt to suppress German in their public schools by a similar law.

For the sake of self-preservation, as well as for the welfare of German-Americanism in general, the Germans in Illinois must summon their whole forces, in order to complete the victory at the coming election, which they won in part only in November, 1890, through the election of Raab.

We have often stated the irrefutable reasons why we can accomplish this only if Altgeld is elected, and if the state legislature is composed of a majority of men, who will treat this burning question as did the recent Democratic state legislature of Wisconsin. The Germans of Chicago and



Illinois Staats Zeitung, June 25, 1892.

Illinois are preparing to form a united and invincible front against the haters of Germanism. Previous religious differences and discords are ignored. We see, for instance, the following announcement in Catholic papers:

"The German Catholics are now beginning to organize themselves on the school question. The organization is preparing for a large convention, which is soon to be held in Chicago. We understand that this convention will make resolutions favoring the Democratic candidate upon the ballot, and other resolutions which are in accord with those of the Lutherans."

The Protestant German church members will not permit the friendly attitude of the Catholics toward the Lutherans to react to the former's disgrace. Neither will this happen to those Germans who have no religious affiliation, because this matter is a question of life or death for them.

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GERMAN



Illinois Staats Zeitung, June 25, 1892.

Everything points to the fact that Altgeld, and the German school will win a brilliant and definite victory at the November election.

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GERMAN

Die Abendpost, June 10th, 1892.

### The German-Catholic Convention.

In order to protest against the School-instruction law in its present form, the German-Catholic Organizations of Illinois decided to hold a convention. All arrangements for this convention are kept secret, to prevent any interference from the Republican Party, which has proven repeatedly its sympathy with the sharper, strict rules of the new School Law.

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GERMAN

Illinois Staats - Zeitung, May 18, 1892.

### GERMAN THEOLOGICAL SEMINARY.

Six young students of the German Theological Seminary, went through their examinations recently. The German Theological Seminary, is located at Ashland Avenue and Augusta Street, and is under the direction of Rev. J.D. Severinghaus. The directors of the seminary held two conferences yesterday, in which they consulted about a new constitution for this institution.

The directors have made an appeal to the friends of the seminary for financial support. It is pointed out that this institution has trained and educated fifty young men for the ministry since its foundation in 1885; and that it is entirely dependent upon voluntary contribution for its maintenance. The expenses of the institution are estimated as follows; salary and rent for the professors \$1,750; board and lodging for ten students \$800; heat and light \$250; miscellaneous expenses \$200. This is a total of \$3,000, for the training of twenty-one students. The synod to which this church belongs has appropriated \$5,000; for the payment of debts of the seminary.

MS. (111) PROJ. 302/5



GERMAN

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Die Abendpost, March 18, 1892.

# THE OPPONENTS OF THE ILLINOIS SCHOOL-LAW.

As the enemies of the proposed new Illinois School law are on the increase, the Republican sponsors of this unfortunate and malicious law are changing tactics, and this only in due consideration of the coming presidential election.

Now these Republicans, propose and promise the complete rejection of the whole School Law, in its present form. But they are leaving so many back doors and classes open for the comeback of the said Law, that we cannot trust the Republican standpoint. From the beginning of this fight, the Democrats, have stressed the standpoint, to accept the School Enforcement Law, but at the same time to report as a principal, any School Language instruction Law. But the Republicans insisted, that not only in public schools but also in church and private schools, the language of instruction should be exclusively English. Time will show, which way the public and the voters will force the issue.

Illinois Staats - Zeitung, Oct. 29, 1891.

## INSTRUCTIONS IN GERMAN

### AN INTERESTING REPORT FOR THE OPPONENTS

The sophisticated, who made the assertion that the study of German in our public schools should be eliminated, because of the fact that the great majority of the people are becoming of the futility of the same and that a general opposition against it exists, would do well to examine the reports of Dr. Zimmermann, the able director of German instruction. The following figures are sufficient evidence that these exceedingly wise men are mistaken. The interest in the teaching of German is not only diminishing, but on the contrary, is steadily increasing. Total number of pupils studying German 29,642. Total number of pupils in schools where instructions in German are given 57,000. Percentage of pupils studying German (exclusive of high schools) 32%. Pupils of German descent studying German, 13,248. Pupils of Anglo-American descent studying German 9,159. Pupils of other nationalities studying German 7,235. Number of schools where German is taught 129. Number of teachers of the German language 224. Increase in the number of schools teaching German since 1890, 26. Increase of teachers of German since 1890, 43. Increase in

Illinois Staats - Zeitung, Oct. 29, 1891.

the number of pupils studying German since 1890, 5,379.

This is a very desirable result of which Dr. Zimmermann, as well as the Board of Directors, can be proud.

Abendpost, Oct. 29, 1891.

### GERMAN INSTRUCTION IN PUBLIC SCHOOLS

The Director of Instruction in the German language in public schools, Dr. Zimmermann, has finished a report for the month of September, which shows a considerable increase of those who take part in the study of German. We copy from the report the following information:

Total number of pupils studying German . . . . .	29,642
Total number of pupils in those schools where instruction in German is given . . . . .	57,000
Percentage of those studying German, exclusive of high schools . . . . .	32%
Pupils of German descent . . . . .	13,248
Pupils of Anglo-Saxon descent learning German . . . . .	9,159
Pupils of other origin studying German . . . . .	7,235
Number of schools where German is taught . . . . .	129
Number of teachers of the German language . . . . .	224

Abendpost, Oct. 29, 1891.

Increase of schools since 1890 giving	
instruction in German . . . . .	26
Increase in the number of teachers . . . . .	43
Increase of pupils since 1890 studying German .	5,379

I A 1 bIllinois Staats Zeitung, Sept. 24, 1891.

WPA (ILL.) PROJ. 30275

## EXPANSION OF TEACHING GERMAN.

Progress to a remarkable degree was made several years ago in the study of German; although instructions in this language prevailed previously in our high schools and so called grammar schools. The school board made the following regulations: The study of German has to begin in the third grade and must be carried on through all grades.

This regulation has effected the instructions in German in the higher grades of the elementary schools already, so that the pupils can receive the same instruction for a longer period, and therefore more thoroughly.

Mr. Frank Wenter, a German member of the school board, supported by two of his German colleagues, Brand and Niehoff, has **merited** recognition for this above mentioned change. They, have, energetically and successfully carried on the work, which L. Brentano originated.

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GERMAN



Illinois Staats Zeitung, July 27, 1891.

FESTIVAL OF THE GERMAN CENTRAL UNION.

(A Brilliant Speech of School Superintendent H. Raab.)

At the time when the German language, the most valuable treasure of the German-Americans, was threatened with suppression by arrogant alien haters and bigots, the German-American Central Union was established. This Central Union, an alliance of more than a hundred different organizations of German-Americans, who united for the same purpose, and stand for the same lofty ideals, achieved great merits during that memorable battle of last fall, when Mr. H. Raab emerged as victor.

It was natural then that the Central Union demanded a speech from that man who had become their standard bearer in their glorious battle. The union celebrated yesterday its first public festival at the Schutzen Park, and Henry Raab, the School Superintendent of the state, gladly complied with their request to be their speaker at this occasion. Striking and unique German words it were, which H. Raab used as a strong defense against the suspicion and slander of the obscurantists and bigots.





GERMAN

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Illinois Staats Zeitung, July 27, 1891.

Francis A. Hoffmann Jr., the President of the Alliance, who introduced Mr. H. Raab, made the statement that the union does not serve a political purpose, but aims at uniting the different German-American elements for high German ideals, and to fight in unison against despotic laws.....

H. Raab's Speech.

"In many places in this country the Germans have come together, just as they have done today, to cultivate German manners, customs, tastes, traits, and language. They desire to maintain only those ideas and ideals which are not contrary to the institutions of this country.

A part of the population of this country thinks it a crime if we try to cultivate legitimate traits. They demand of us to forsake the same and also, they accuse us of requiring them to follow in our steps..... The German nation among all others stands upon the heights of civilization. Its government permits different tribes and clans to live as they please, so long as they do not violate

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Illinois Staats Zeitung, July 27, 1891.

the laws of the land. Greece was taken up with nationalism, but it permitted its different people to live according to their peculiarities. So it was with the Germans. The Swabians, Frisians, the Franconians, Saxons, etc., they all were loyal to the national ideal, and yet they clung to their peculiar tribal customs and traits. In this country, the different German tribes also are united in the battle against their mutual enemy.

We are patriotic. We aspire to make our adopted country great and respected before the world. But what is patriotism? It is not of the intellect, but of the emotion.....

The population of each country is divided into two classes, the workers or producers, and the unproductives. Without fear of contradiction I assert that the Germans belong to the first class. That is patriotism!

The German farmer wants to own the land which he wrested from the forest or from the wilderness, and that is patriotism.

GERMAN



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Illinois Staats Zeitung, July 27, 1891.

The courageous struggle against "bi-metallism" and "Greenback inflation", the determination to pay with honest money, that is patriotism!

The Germans are conservative in their religion. They are strangers to the sensational, the revivals. But in art, the flower of humanity and civilization, the Germans are leading. They excel in music, drama, sculpture, and that is patriotism..... We love Germany and are also loyal sons of the U. S. A."

Abendpost, April 22nd, 1891.

DR. HIRSCH AGAINST GERMAN LESSONS.

The "Union League Club", had its regular quarterly meeting last night and after settlement of some unimportant formal matters, the question of German lessons in the public schools was discussed. The well known Rabbi Dr. Hirsch, and Ex-Governor Haard of Wisconsin, took this opportunity to make some speeches of which the principal point was, that no other language than English, should be taught in the public schools. Dr. Hirsch, thought himself a decendent of German nationality, even stated, that he was not pleasantly surprised by the fact that friends of the German lessons in Chicago still had so much success.

The teachings of the German language especially in the elementary classes should cease.

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GERMAN

Die Abendpost, October 30th, 1890.

### GREAT MASS-MEETING OF GERMANS

The Lutheran and Evangelical School-Committee, sponsored last night's mass-meeting at the 2nd Regiment Armory Hall. The speakers were: Franz A. Hoffmann, Wilhelm Bocke, W. Hesing and W. Rapp.

They all spoke against the new school law, and aroused the meeting to a stormy demonstration, while a music-corps was playing German melodies.

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I A 2 a  
IV

GERMAN

Die Abendpost, October 24th, 1890.

### THE FIGHT FOR THE MOTHER LANGUAGE.

Mr. Heinrich Raab, Democratic candidate for the office of Superintendent of Schools, spoke last night in three different Halls, on the anti-German regulations of the new School-Law.

The first of these three meetings was opened by Mr. Anton Rneck, member of the Executive-Committee of the German-American Control Society. After his introduction, Mr. Raab pointed out clearly, the dangers for the Germans through the efforts of the new school-Law. The noted Republican, Wilhelm Bocke, also voiced his opposition and was warmly applauded by the listeners for his stern and purely German standpoint in disregarding all party lines.

The other two meetings, presided over by Mr. Raab, at the Kaiser Hall, and the School-house (21st and Hoyne Avenue), also were crowded. Among other noted speakers were Mr. Ph Koehler, and Mr. Fr. A. Hoffman.

WPA (ILL.) PROJ. 20275

Illinois Staats Zeitung, Oct. 10, 1890.

WPA (ILL.) PROJ. 30275

## GERMAN INSTRUCTION.

In all the grades of the public schools where German is taught, 26,801 pupils availed themselves of the course, according to the September census, and during that period there were 40,796 scholars registered, which shows that 66 per cent, or two thirds of the total number, studied the foreign language.

Of the 26,801 pupils, 12,268 were of German origin and 7,773 of Anglo-American parentage, while 6,760 came of Irish, Scandinavian, Bohemian, etc., ancestry. German instruction is given by 191 teachers, all women.



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GERMAN

Die Abendpost, October 15, 1890.

### THE GERMAN LANGUAGE IN THE SCHOOLS

Out of 40,796 pupils in schools where German is taught, 26,801 pupils took up the study of German during the month of September.

Of these 26,801 pupils: 12,268 are of German parentage: 7, 773 of Angelo-American and 6,760 of Irish, Scandinavian, Bohemian, etc.

The German instruction is given by 191 teachers.

WPA (ILL.) PROJ. 302.1

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GERMAN

Abendpost, August 16, 1890.

[GETMAN LANGUAGE IN THE PUBLIC SCHOOLS.]

In their fight against the German language, the Bohemians refer with a certain pride to the former Schoolboard President Adolph Kraus, whom they even caused to speak in the Turner Hall on Taylor Street. As the speech was Bohemian, the reporters had to have the same translated and thus may have misunderstood some of the speech. Mr. Kraus denied having said that the German language should be taken out of Chicago Schools. But as the study of English is their main object, at least the pupils of the lower grades should not be bothered with any foreign language.



### SUNDELL'S ATTACK ON GERMAN INSTRUCTION.

It is generally known, that Sundell twice offered a resolution to exclude German from the primary and grammar grades of Chicago's public schools. He requested that the committee which was to investigate his German hate steeped resolution should submit its report. He said: "Thus far, the committee has been mute, it did not even utter a single syllable about it". And he considers such conduct as most peculiar. Mr. Nettelhorst, one of the members replied: "If Mr. Sundell is in such a hurry, and if there are no objections, then the matter may be decided forthwith, without waiting for the committee's recommendations."

Evidently this did not auger well for Mr. Sundell's purposes, as he insisted on being informed about the committee's dissertations. Perhaps they will be available in the near future.

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GERMAN

Die Abendpost, Jan. 9, 1890.

MEETING OF SCHOOLBOARD

The committee in charge of German instruction has not yet submitted its briefs concerning the discontinuance of German language as subject matter in the public schools, as advocated by the anti-German Swede Sundell. They declared: Mr. Sundell is not fully prepared to submit his reasons to the members. Finance department reports, music instruction and other routine matters follow.

WPA (ILL) PROJ. 30275

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GERMAN

Chicagoer Arbeiter Zeitung, Apr. 18, 1889.

YESTERDAY'S SCHOOL BOARD MEETING

Mr. Nettelhorst presided at yesterday's meeting.

Mr. Sundell, a School Board member, of Swedish descent, who has prospered on the "fat American soil," stood up and entertained his colleagues. He demanded the acceptance of the following resolution:

Resolved, that the teaching in the German language in the primary and grammar classes of the public schools, be stopped by the end of the present school year, and that the labor and money which has been allotted until now for these lessons, be used for the teaching of English and other useful purposes, in such a way as the committee for school superintendence and the superintendent may recommend!

He did not have much luck with his blooming nonsense. The School Board members, Beale, Kozminski, Wenter and Doolittle protested against his demand, and succeeded in having it sent to a committee for school supervision and German teaching, for further examination.



Chicagoer Arbeiter Zeitung, Apr. 13, 1889.

The request for abolishing German lessons was **supposed** to have been started some months ago. The voters of the Chicago **Turner** district protested that **time** and will, by all means, remind the School Board of that protest. Mr. Sundell confessed he had delayed the motion until the elections were passed.

The 230,000 German inhabitants of Chicago would certainly have made the retaining of German teaching a campaign issue, and defeated Sundell's intentions.



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Chicagoer Arbeiter Zeitung, Feb. 23, 1889.

[FOREIGN-LANGUAGE AND THE SCHOOLS]

GERMAN



The patriotic sons of America, i.e. the nativists, resolved at their yesterday's convention to recommend the teaching of English as the only language in the public schools.

They would brand as unpatriotic any attempt to include foreign languages in the program of studies.



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GERMAN



Chicagoer Arbeiter Zeitung, Feb. 11, 1889

## A PROTEST AGAINST THE ABOLITION OF GERMAN IN THE PUBLIC SCHOOLS

Yesterday morning a very important meeting was held in the Lincoln Turner Hall. The spirit of gymnastics has not completely disappeared yet from among the conservatives of the Turn districts as the results have indicated. The following resolution was adopted and sent to the School Board:

"Whereas the daily press reports that at the next School Board meeting a motion will be introduced to abolish the teaching of German in the public and high schools.

"Be it resolved, that the Vorort of the Chicago Turn district.... herewith strongly protests the adoption of any such measures. This resolution was adopted unanimously."



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GERMAN

Illinois Staats Zeitung, January 28, 1889.

WPA (ILL.) PROJ. 30275

GERMAN INSTRUCTIONS - - -METHODS OF TEACHING IN SCHOOLS.

The course in German in the local public schools constitutes in the greatest part of the so-called optional studies. They are left to the choice of parents of the children, and are not included in the regular or obligatory plan..... It is the duty of parents to notify the superintendent of the school, if they no longer desire to have their children take lessons in German. At the beginning of the last term 29,484 children enrolled for the course in German, and 699 only gave it up again.....

Among the 161 German teachers engaged during the last term, there are many who can render a great service not only to the Germans and their children, but also to themselves, if they only would recognize the importance of their activity.....

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GERMAN

Illinois Staats Zeitung, January 28, 1889.

WPA (ILL.) PROJ. 30275

Some people are still under the impression that the time used in the study of German is deducted from the study of English, but this is not the case. When the mind of these German students is being stimulated by a change, the others are trying to solve some English problems with more or less aversion. These problems can be readily mastered at home or in school.

The pupils are divided into German and other nationalities according to nationality of the parents. For each division, a special plan is arranged. This plan is in operation for the present at the three high schools, and in those elementary schools, which are attended by a great many German-American children. A comparison of the different nationalities during the last term uncovered the following facts: Of the 29,484 pupils enrolled for German instruction, and divided into 1,172 classes with 161 teachers,

Illinois Staats Zeitung, January 28, 1889.

WPA (ILL.) PROJ. 30275

13,014 were of German descent, not less than 7,657 of English - Americans, and 8,813 of Irish, Swedish, Bohemian, and other nationality. Of the total number of students 26,135 were born in the United States, and 3,449 elsewhere.

The high schools divides the students of German into those who took lessons in the elementary schools, and into those who neglected it and desire to catch up. In the North Side high school, 251 pupils of the average total of 425, or 51 per cent, studied German, on the South Side 38 per cent, and on the West Side, 32 per cent.

The curriculum of the German department in high schools is so arranged that the students after completing a course of four years, not only can speak, read, and write German fluently, but they are also initiated into the beauties of German literature and are made familiar with the essential German characteristics.

Illinois Staats Zeitung, January 28, 1889.

WPA (ILL.) PROJ. 30275

The chief credit for this is due to the careful and proficient compilations of a classical reader by Dr. **Zimmermann**. This work contains such excellent selections from the best literature of great German authors and poets that it is not only a most interesting and valuable book for children, but also for adults. Most practical and effective is the division of the study material. In the two lower grades the pupils receive instructions in grammar, and pictorial lessons. They get exercises in reading, translate from German into English, reproduce orally, or in writing, what he or she read, saw, or heard, write letters and compositions, etc., so that they are able to finish grammar in the third year and can read with understanding Schiller's dramas, "Virgin of Orleans," and "William Tell." During the fourth year repetitions are made. The fourth part of Fimmermann's reader is studied thoroughly, and partially memorized by brief notes and outlines.

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- 5 -

GERMAN

Illinois Staats Zeitung, January 28, 1889.

WPA (ILL.) PROJ. 30275

The time allotted for the study of German in all classes of the high schools and in the 5th to the 8th grammar grade, is 30 minutes daily, but only 20 minutes for the two lowest grades.....

Illinois Staats Zeitung, September 3, 1888.

### ENEMIES OF THE GERMAN LANGUAGE

There have been some changes made in the new and revised regulation of the School-Board in regard to German instructions in our schools. This had been done, obviously, to remove the cause of complaints on the part of certain elements, in particular Bohemians, who are opposed to German instructions for their children, and who make the assertions that their children are being compelled to take lessons in the German language.

The paragraphs, having reference to these regulations, read as follows:

"Section 53 - German - The instructions in German can start with the third and continued through all the different grades as a graduated course. After the course has started, no more students for the German classes can be accepted, unless they are capable of taking up the study and to continue with the others in the class. Parents or guardians are at liberty to send, or not to send the children to these instructions in German in our Primary, Grammar and High Schools.

A course in German shall be given in any school, if parents of 50 students of that particular school district send in a written request, and the instructions





Illinois Staats Zeitung, September 3, 1888.

shall continue so long as 50 students participate. Only then can an application be considered and counted, if the child, for whom application is being introduced in accordance with regulations by the school-board.

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IV

GERMAN

Illinois Staats Zeitung, July 28, 1887.

IN FAVOR OF CHARLES H. HAM.



The Chicago "Turner" community held its regular meeting last night at the North Side "Turner Hall" at which current business matters were discussed first. Then Max Stern addressed the audience, pointing out in his speech the importance of electing to the Board of Education, men in favor of the generally recognized excellent German teaching method, such as our Normal School has given as a splendid example. Just recently our Normal School was in grave danger of being put out of existence, but thanks to some of our prominent Germans and to the friends of this institution, through whose efforts this school was saved, and to its splendid director, the German school system was retained. Mr. Stern introduced, then the well known American schoolmaster, Charles Bary. Charles Bary, an English American, delivered a speech in German, praising Charles H. Ham as one of the most inspired followers of the German teaching method, spending all of his leisure hours studying pedagogy, and came to the conclusion that the German school system is the most successful system. "Great deal of credit goes to Mr. Ham for saving our Normal School, and the continuation of its present



Illinois Staats Zeitung, July 28, 1887.

system under "Colonel" Parker," he remarked. "Therefore I consider Mr. Ham as a most capable person for member of the school board. Mr. Ham is not willing to accept this position if politics are brought into it, and only if our citizens themselves would make the offer to him. Mr. Rosenthal explained then, that Mr. Stern had worked out a resolution regarding the nomination of a member to the school board, which he would submit to the meeting for approval. The resolution is as follows: It is known to the Turner community that a certain gentleman chosen for this position has declined to accept the honor of the appointment, and being convinced that our citizen Charles H. Ham is especially well equipped to fill this vacancy to the advantage of our growing generation. The Chicago "Turner" community has resolved: to appoint a committee of three of whom the first speaker shall be instructed to contact the Mayor of Chicago in the name of the "Turner" community, with the request to appoint Charles H. Ham as member of the school board. Also to give the committee a free hand in this matter in order to convince the mayor that the appointment of Mr. Ham would be in accord with the wishes of our citizens. This was accepted without a debate, and a committee consisting of the following was appointed: Louis Nettelhorst,

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GERMAN

Illinois Staats Zeitung, July 28, 1887.

Max Stern, W. H. Hettich.



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GERMAN

Illinois Staats-Zeitung, July 8, 1886

**THE NATIONAL GERMAN-AMERICAN SCHOOL  
ASSOCIATION.**



The National German-American School Association was founded June 11th, 1885, according to the annual report, received yesterday from President Hermann Schuricht of the branch organization in Chicago. Starting out with thirty members, this branch group took over for one year the supervision of local groups to be organized all over the country. All incoming money was used for propaganda, which aimed to arouse the Germans of America for the preservation of their mother tongue. In order to make this propaganda more effective the Chicago branch group published a journal, the "Correspondenzblatt" which appeared every three months and contributed considerably to spread the aspirations of the young organization. The constitution, adopted by the N. G. A. S. A. is similar to the one used by the General German School Association (Allgemeiner Deutscher Schulverein) in Germany. The German-American Teachers' Association and the German-American Authors' and Journalists' Convention are doing their utmost to further the gigantic enterprise, which will carry German instruction to all parts of the United States.



Illinois Staats-Zeitung, Muly 8, 1886

So far branch groups have been established in Milwaukee Wisconsin; Grand Rapids, Michigan; Indianapolis, Indiana; Cincinnati, Ohio; Dayton, Ohio; Alameda, California. Other branch organizations will follow soon in Evansville, Indiana; New Orleans, Louisiana; New York City; San Francisco and Oakland California; Richmond, Virginia; Baltimore, Maryland and Schenectady, N. Y.

The Chicago branch group is planning the opening of a German kindergarten which would be the first establishment of its kind in Chicago, and has been sponsored particularly by the Illinois Staats-Zeitung and Freie Presse. The German kindergarten will help probably more than the school itself, to interest the youngsters successfully at a tender age in German.

According to the rules of the organization's constitution, the first convention of the N. G. A. S. A. will be on June 19th and June 20th. The necessary arrangements to receive and house the expected delegates, will be made in time.



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IV



GERMAN

Der Westen Illinois Staats-Zeitung, November 8, 1885

GERMAN AMERICAN ASSOCIATION HOLDS MEETING

The National German-American School Association of Chicago, held a meeting last Thursday, with Mr. Schuricht as Chairman and Mr. Fick as Secretary. The resignation of Dr. Fredericks as member of the Board of Directors, was generally regretted. Mr. Frick proposed that two more members be added to the Board of Directors, but Mr. Schoepflin was of the opinion that it would be more to the point to appoint an agitation/committee for the purpose of propaganda. This committee shall consist of the director and ten members. This proposal met with approval and the following members of the committee were elected: Messrs. William Vocke, Emil Hoechster, Franz Gindele, Frank Arnold, Max Stern, Dr. Christmann and W. H. Lotz, Mrs. Talika Baur, Miss Anna E. Hundt and Miss Elsbeth Thiclepape. The vacant position of Dr. Fredericks was filled by the appointment of Dr. R. Seiffert. The Chairman then proposed several things of which the following were approved.

- I. To direct a written request to all German lodges and societies of the city of Chicago to join this association with an annual donation in accordance with the statutes.
- II. Public meetings in various parts of the city, under the auspices





Der Westen Illinois Staats-Zeitung, November 8, 1885

of the German-American Societies, with the purpoze of working on the aims of the Society.

- III. To appoint a committee for every part of the city, and to win speakers for the meetings.
- IV. To keep the German language alive, all the German Societies are requested to give their support to the establishment of public German-English Kindergartens. Especially the church communities, school boards and Turn societies are requested to donate rooms necessary to house the proposed kindergartens.
- V. To express to the school board our appreciation for the re-installation of German in the upper primary grades of public schools, with the hope that teaching German in the lower grades will be only a question of time.
- VI. To acquaint all school boards and teachers that offers as well as applications for aid of German teachers will be published by the Correspondenz-Blatt free of charge.



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II B 2 d (2) Illinois Staats-Zeitung, June 21, 1885.

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III G

EARLY EFFORTS TO INCORPORATE THE GERMAN LANGUAGE  
IN THE AMERICAN PUBLIC SCHOOLS

GERMAN

The first groups of German immigrants came to America when Germany was in a state of poverty, desolation and demoralization, and therefore did not bring with them a lively interest for intellectual progress.

There have been sporadic efforts by German teachers and preachers, who came from Germany to introduce German instruction permanently into American public schools. These efforts often failed, particularly during and after the American Civil War, 1860-1864, which engulfed the whole interest of the entire population in the United States.

Finally in August 1880, a group of 170 German-American teachers founded the first German-American Teachers Association. The latter undertook the task of improving the whole American public school system parallel to German educational program, which was expressed subsequently, in a teachers'



Illinois Staats Zeitung, June 21, 1885.

newspaper, the Deutsche Schul Zeitung (German School Journal ). Of course there have been many obstacles and enemies to the preservation of the German instruction, as shown by the recorded reports of German-American Teachers' Convention, which have been held annually.

With all the ups and downs, experienced by the sponsors of the German instruction, the latter do not today present a very encouraging picture. Even today, most children of German parentage do not receive any German instruction. In fact, the mass of the population show no interest to speak of concerning the subject of educational problems, and particularly that of the German language, the preservation of which is confined to small groups of patriotic Germans. If the emigration keeps up from Germany, we shall dare to hope, that sometime in the future, the German-American elements will organize more solidly towards a happy future and permanent home for the German language in this country.

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GERMAN

Illinois Staats Zeitung, June 13, 1885.

NATIONAL GERMAN-AMERICAN SCHOOL ASSOCIATION.

(NATIONALER DEUTSCH-AMERIKANISCHER SCHUL VERIN)

The first meeting of the National German-American School Association, which has been founded by twenty-five prominent Germans, met last night at the Henrici Hotel. A decision was adopted to organize at first a Chicago branch group, which would be the leading center supervising board, until city branch groups have been organized. The following officers for the Chicago group were elected:

H. Schuricht, president; H. H. Fick, secretary; E. Pruessing, treasurer; Dr. E. G. Hirsch, Dr. Ed. Frederick, L. Schutt and Alb. Schoepflin, advisers. An additional propaganda committee was selected to send out appeals to all German residents and arouse their interest for the preservation of German culture and the German language.

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IV

GERMAN



Illinois Staats Zeitung, April 9, 1885.

### THE GERMAN LANGUAGE INSTRUCTION.

The German residents of Chicago will learn with great satisfaction that, according to the latest decision of the Board of Education, German instruction will start in the 3rd grade of all public schools. Previously the teaching of German began with the 5th grade.

This has long been the aim of the Superintendent of German instruction. He believed that German instruction could never be entirely successful as long as it was confined to the upper grades.

The Germans have every reason to feel grateful, especially towards the committee members, Comrade Niekof, Frank Wenter, Rudolf Brans, and to the Superintendent of German instruction, Dr. A. Zimmermann, who in conjunction with President Doolittle have been working on this problem for several years.

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GERMAN



Illinois Staats Zeitung, January 22nd, 1885.

### THE GERMAN LANGUAGE

The members of the board for German instruction held a special meeting, yesterday, presided over by Mr. D. Zimmermann, Superintendent of the Board of Education. Since Dr. Zimmermann has held this important position, the study of the German language has gained considerably in Chicago. He knew how to select a staff of capable German instructors, who are now teaching in all upper grades of our public schools. As a fact, more than half of all pupils are learning the German language.

During yesterday's meetin , Dr. Zimmermann presented plans on how to intensify interest in the German language and thus carry its study to all parts of the city.





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GERMAN

The Chicagoer Arbeiter Zeitung, August 1, 1883.

### THE 14th GERMAN AMERICAN TEACHERS' DAY

Last night in the beautifully decorated Turnhalle of the Northside the "Reception" of men and women teachers took place. Besides the guests many friends of the science of education and officials were present.

Dr. G. A. Zimmermann, Chairman of the Central Council, opened the meeting with a hearty welcoming speech, in which he particularly emphasized the necessity of the teachers promoting German instruction and in which he called it their task to preserve "the German character as one of the stones with which to build the American nation". Mayor Harrison followed with one of his characteristic speeches, comparing the German with the Grecian language and agreeing with Charles Francis Adams that we should replace the Greek by the German language in the High School. Learning the German language gives just as much discipline to the mind as the study of Greek, but has the added advantage of being a living language, and indeed one which has a mighty influence on the development of the American nation. The Mayor also praised the German educational system that brought the children

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GERMAN

The Chicagoer Arbeiter Zeitung, August 1, 1883. WPA (ILL) PRJ.30275

up to happy fun-loving human beings. He terminated with these words:

"The German language opens to the American public a great volume of poetry and knowledge, and I, too, hope, ladies and gentlemen, to be able to greet you next year in German." Then the Assistant School President Delano in place of the absent School President Howland and Federal President, Mr. H. Schuricht gave speeches.

From the latter's address we give a few interesting sentences:

"My friends, the time is serious. Several times in the last few months storm clouds have threatened the German-American Schools and their achievements, - and though in most instances the sky got clear again, here and there traces of destruction are left and cause a feeling of insecurity in German-American circles.

"I remind you of the attacks on German instruction in St. Paul, in St. Louis and other places, - and the severe blow the legislature of Missouri has dealt the kindergarten in the City of St. Louis. In facing these fanatical enemies, who are trying to place the German-Americans in an untrue and anti-American position, and are willing to sacrifice to their antipathy,

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GERMAN

The Chicagoer Arbeiter Zeitung, August 1, 1883.

WPA 672, PROJ. 30276

without any scruple, the sacred and highest interest of the Republic, which is the equal education of all groups of American children- it is our duty to take a resolute and self confident attitude. We only demand to be acknowledged as what in fact we are: As Americans-which we became in clear consciousness and of our own free will not through the accident of birth. We only ask for our due rights: To be permitted to serve the country to which we belong in our way, and with our means, and we demand not to be molested, when we try to implant in the minds of our children through our mother language in which we naturally can express ourselves best, the love and loyalty for the Fatherland which is a recognized virtue of all Germans, for which they have over there(sad to say) as well as over here, frequently paid with their life and blood.

Therefore my friends, we must stand shoulder to shoulder in order to defend our rights."

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II B 2 d (1)

GERMAN



Chicagoer Arbeiter Zeitung, Mar. 29, 1882.

CORRESPONDENCE (BRIEFKASTEN)

Friend of the Arbeiter Zeitung: Why did the Arbeiter Zeitung alone among German papers in Chicago, publish the exact details from the report of one school director regarding the position and progress of German teaching?

To all appearances it is her principle to supply her readers all interesting news in short but thorough fashion. That a paper like that "criminal's mouth-piece" (Illinois Staats Zeitung) ignores German instruction entirely is evident.

WPA (ILL.) PROJ. 30275

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GERMAN

Illinois Staats-Leitung, July 1, 1881.

THE SCHOOL BOARD  
German Instruction

.....[Translator's note: **Non-German** items are omitted in translation.]

Mr. English made a motion regarding German instruction, wherein the Committee on German was required to make a **report** at the beginning of the school term and suggest changes in teaching **methods**, in order to make the subject matter as effective as possible and also to make such arrangements that other branches will not be affected thereby.

His motion was adopted.

....The meeting was adjourned.

WPA  
(ILL.) PROJ. 30275

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GERMAN

Illinois Staats-Zeitung, Jan. 28, 1881.

MEETING OF THE SCHOOL BOARD

WPA (LL) PROJ

Yesterday's regular semi-monthly meeting of the school board presided over by Pres. Delaney, was taken up with the report for the school-year, 1879-80. The report stated that the study of German in public schools had made great progress under the guidance of Dr. Zimmermann. The Foster and Pickard schools had added this subject to their curriculum in the past year. The Jones, Nickersonville, Raymond, and the Marquette schools have also made application to include the subject in their studies. At the beginning of the school-year, 1900 students requested German instruction, an increase of 500 pupils.

Chicagoer Arbeiter Zeitung, Jan. 5, 1881.

GERMAN IN THE PUBLIC SCHOOLS

Even 4,00 School children taking German lessons in a city like Chicago, with 130,000 Germans is still very little. Amongst this number are many children of speculative American business men, who let their children learn German out of business considerations.

However, the German language has broken the ice in the public schools and there will be no danger that it will be suppressed as it seemed very likely with the previous Committee last Spring.



Chicagoer Arbeiter Zeitung, January 5th, 1881.

The German Language Taught in Public Schools.



The following report of the Supervisors of the German School Lessons, Dr. Zimmerman to Mr. John C. Richberg, President of the School Committee for the German Lessons at Public Schools is more active and effective than the previous one.

To Mr. Richberg, Chairman of the Committee, I give the statistical report of the position of the German Lessons during the period July to December, 1880:- On June 30th the German language was taught in 20 grammar schools and 4 High Schools, the number of pupils was 2,567, the number of teachers 21. During the last half yearly period German Lessons have been introduced at 8 new schools, "The Jones", "Nickersonville," "Raymond", "Marquette", "Clark", "Douglas", "Wicker Park" and "Burr School." There remains only 6 grammar schools in town where the German language is not taught. The following index gives the names of the schools, the number of pupils in the grammar schools, the number taking part in German Lessons, and the number of teachers:-

Chicagoer Arbeiter Zeitung, January 5th, 1881.

Schools	Total Pupils	Total Pupils taking German Lessons	Teachers of German
Scammon	184	65	1
Kinzie	325	135	1
Franklin	565	277	2
Washington	134	51	1
Mosely	654	363	2
Bronst	636	195	1
Ogden	451	200	2
Newsberry	175	127	1
Wells	284	138	1
Akinner	321	70	1
Haven	282	155	1
Cottage Grove	165	62	1
Douglas	295	162	1
Lincoln	239	182	1
Carpenter	101	45	1
King	318	89	1
No, Clark	131	68	1
Foster	486	293	1





GERMAN

Chicagoer Arbeiter Zeitung, January 5th, 1881.

Schools	Total Pupils	Total Pupils taking German Lessons	Teachers of German
Pickard	94	64	1
Jones	193	138	1
Nickersonville	97	84	1
Raymond	152	82	1
Marquette	359	61	1
Clarke	275	214	1
Douglas	<u>385</u>	<u>162</u>	<u>1</u>
	6294	3399	28

The Wicker Park and Burr Schools will, after a resolution of December 20th, 1880, introduce German lessons.

The total number of all pupils in the 25 schools December 31st, 1880, is 6294, the number of German pupils 3399. The number of pupils in the High Schools are 1132 of which 257 participate in German lessons. This totals 7426 pupils of which 3656 take German lessons about 50%. By the rule of 20



GERMAN

Chicagoer Arbeiter Zeitung, January 5th, 1881.

in several classes in 13 of the 25 schools, 979 pupils are prevented from learning the German language.

If this rule was not in force about 1/3 (326) of these pupils would participate in the German lessons. January 3rd, 1881 an increase of 330 pupils is expected, whereto must be added the pupils of the 2 new schools, Wicker Park and Burr which would make a total of 4000.

Dr. G. F. Zimmerman  
Superintendent of the German Lessons.

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GERMAN

Chicago Arbeiter Zeitung, Aug. 14, 1880.

(GERMAN LESSONS)

For the first time Mayor Harrison has approved of German lessons in Public Schools, asking the school inspectors, Heyne and Keith, to let the question rest. He would have done much better, however, if he had nominated such persons as members of the school council, who were not expected to be anti-German and opposed to German education.

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GERMAN

Chicagoer Arbeiter Zeitung, Aug. 14, 1880.

### THE TEACHING OF THE GERMAN LANGUAGE

For the first time, Mayor Harrison has decided in favor of the teaching of German in the public schools by instructing the School Board members, Heyne and Keith, who appeared to express their thanks for their reappointment, to let the question rest where it stands.

He would have done much better if he had only appointed such persons to members of the School Board of whom it could not have been expected that they were hostile to the Germans and opponents of German teaching.

WPA (IL.L.) PROJ. 30275

Chicagoer Arbeiter Zeitung, July 30, 1880.

GERMAN LESSONS (MEETING OF THE SCHOOL COMMITTEE)

Charles Decker has been elected again as teacher of The German language, in the Moseley School, and was proposed by Mr. Borke.

With 9 votes against 4, it has been decided to approve the application for the introduction of German in the Jones and Nickersonville Schools. Bernan, Armstrong, Borke, Keith, Frankenthal, Delany, Ribzberg, Stensland and Hoyne were for English. Frake, Curran, Giles against the proposal.

Borke, Frankenthal and Richberg as a Committee for the German lessons, reported about the unfavorable effect of the resolution made in the year '79 (that in each class of the free schools, the lessons in one of the non-obligatory subjects should be abandoned if there are less than 20 pupils.) This rule has done great harm especially to the German language, as the teaching of the language has been interrupted in the middle classes and it was not possible for the pupils having taken German lessons when entering High School, to participate in German lessons in advanced German



Chicagoer Arbeiter Zeitung, July 30, 1880.

classes except in 6 schools. German lessons are given in the 8th grade and in many schools no longer in the 7th.

With a frequent change of address among the population it happens that the lessons in German are instantly interrupted if the number of pupils participating, falls beneath 20, and is taken up again immediately when this number is again reached. For these reasons the Committee recommends the repeal of the former resolution. Referring to the progress, which German education has made notwithstanding these aggravating circumstances, the Committee reported very favorably. In the beginning of the year German lessons have been given in 18 Grammar Schools. In the School-year 1879-80 the number of pupils studying German rose to 3004, as compared with 2308, in the previous year.

As regards the number of pupils, the Committee made several recommendations to get better results (which seem to be very necessary: Note of the Editor), and finally, recommended the introduction of German lessons, in the Marquette and Raymond School.

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GERMAN

Illinois Staats-Zeitung, Jan. 9, 1880.

KNOW-NOTHINGS BEATEN  
Proponents of German Instruction Win

The school board held its regular session yesterday. Inspector Brennan was the only absentee, and Stiles left before the meeting was adjourned. Adoption of a new kind of steam pump.....leases.....

German Instruction

Mr. Vocke, a member of the school board, spoke about the petitions for German instruction at the Pickard and Foster schools and made a motion to grant the requests.

Mr. Stone protested against the motion. In so far as the Pickard School was concerned, he said that the petition had not been signed by reputable citizens and parents, but by human derelicts such as one finds in dives and disreputable

WPA (L.L.) 1100.06.75

Illinois Staats-Zeitung, Jan. 9, 1880.

saloons, and for that reason Vocke's predecessor had denied it. He would have to protest against the petition unless proper evidence could be produced to show that the signatures were genuine. In regard to the Foster School Mr. Stone found there was no demand for German instruction and therefore he would also protest that petition. He made a motion to postpone both applications indefinitely.

Mr. Vocke strongly objected to Mr. Stone's aspersions. He said the assertion that the petition was withdrawn by his predecessor was just as untrue as the accusation that the names were collected in dens, and the statement was slanderous; that Mr. Stone would not be able to prove this. If Mr. Stone happened to be opposed to German instruction, then he should be candid about it and not take recourse to falsehoods and baseless suspicions. The petition had been received by the school board a long time ago, giving Mr. Stone sufficient opportunity to investigate whether the signatures were admissible or not, but regardless of this, he stooped to vile insinuations.

Illinois Staats-Zeitung, Jan. 9, 1880.

Mr. Richberg proved by the minutes of the school board that Mr. Pruessing had not withdrawn the petition as Mr. Stone claimed, but on the contrary, had always objected to the board's deferring action whenever he mentioned the matter. Mr. Richberg was willing to assume full responsibility for the validity of the signatures appearing on the Pickard School petition. Nobody would have any interest in supplying fictitious names in behalf of German instruction. Mr. Stone's statement was on a par with the fantastic claims of an alleged German, in reality a Swiss adventurer, who said that only 2,000 children out of 50,000 wanted to study German, and that this subject in our schools was a political humbug.

Mr. Richberg then showed, by referring to official figures, that nearly one half of the pupils who were given an opportunity to learn German enrolled in the course, in spite of the inhibitory rule that twenty pupils must apply before the subject is included in the curriculum, a provision which excludes hundreds from taking German instruction. It was a disgrace that the school

Illinois Staats-Zeitung, Jan. 9, 1880.

board quoted the nonsense so glibly disseminated by a political adventurer, when the absurdity of it all was plainly apparent in the official records. Mr. Richberg said that he was fully aware that many members of the school board were opposed to German instruction and that they were bitterly disappointed because the "Rule of Twenty" excluded only two hundred children from the German classes instead of one thousand. He favored the German language study, and also singing and drawing in the public schools, because he considered them to be necessary subjects.

Mr. Curran asserted that German lessons were a luxury which the people could not afford as long as we had 8,000 children who obtained only partial schooling and 7,000 pupils who were compelled to attend school in badly ventilated and unsanitary rented buildings.

Mr. Stone insisted that the Pickard School petition was only humbug and that the signatures were fraudulent. Besides, it was a fact that participation in

Illinois Staats-Zeitung, Jan. 9, 1880.

German instruction dropped fifty per cent during the last five years. The records showed that registration for German lessons had dropped in the lower grades; at the Newberry School, for instance, from five hundred to a mere one hundred.

Mr. Richberg read the official report, showing that out of 198 pupils in the lower grades at the Newberry School, 119 were studying German. Mr. Stone did not react, but insisted that participation in German instruction was diminishing consistently, was on the verge of collapse, and like all sick people, required increasing expenditures each year. At present it costs three times more to teach a child German than to give tuition in reading, writing, and arithmetic. Mr. Richberg retorted, that every German teacher had one hundred pupils while the average in all other branches was fifty children for one teacher.

Mr. Stone did not want to hear anything about it, so Inspector Keith

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interrupted him by making a motion for adjournment, but only Messrs. Keith and Frake favored it. Mr. Curran made a motion to continue with the agenda but the matter was declared out of order, whereupon a motion was offered to postpone the argument for an indefinite period; this was defeated, as follows:

In favor: Messrs. English, Stone, Keith, Frake, Curran and Stensland.

Opposed: Messrs. Vocke, Armstrong, Bartlett, Frankenthal, Delaney, Richberg and Hoyne.

Encouraged by this result, Mr. Richberg succeeded in having the debate closed. Before the issue came to a vote, however, Mr. Stone objected and declared that a two thirds vote was necessary, but he was overruled.

The motion to teach German in the two schools mentioned above passed, as the following vote indicated:

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In favor: Messrs. Vocke, Keith, Armstrong, Bartlett, Frankenthal, Delaney, Richberg, and Hoyne.

Opposed: Messrs. Stone, English, Frake, Curran, and Stensland.

Absent: Messrs. Stiles and Brennan.

Mr. Stone changed his vote, in order to make a motion for the reconsideration of the question, but Mr. Richberg forestalled him by making a motion of his own to reconsider the question; adding his motion to the previous motion, he asked that all motions be tabled. After a lengthy argument about the admissibility of the procedure, which Mr. Stone violently opposed, Mr. Richberg withdrew his second motion, which was then offered by Mr. Delaney. The motion passed as before, with no change in vote.

Mr. Armstrong then made a motion that the City Council acquire a building site

Illinois Staats-Zeitung, Jan. 9, 1880.

for a school in the vicinity of Indiana and St. Clair Streets. [Translator's  
note: Indiana Avenue apparently was called a street at that time.]

The meeting then adjourned.

WPA (ILL) Proj. 00275

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GERMAN

Illinois Staats-Zeitung, Dec. 31, 1879.

GERMAN IN THE PUBLIC SCHOOLS  
(Letter to the editor)

To the Editor of the Illinois Staats-Zeitung:

I would like to submit two phases about German instruction in our schools.

1) The first point involves the recent statement made in your paper by Mr. Delany, a member of the school board. He declared in your paper, as well as in other publications, that he would never favor abolition of German language instruction and was opposed only to the employment of three special teachers, or so-called superintendents for German, singing, and drawing. I do not intend to argue particularly with Mr. Delany, as he only recently became affiliated with the school board and therefore has not been in a position to become fully conversant with all the details.

I admit, it is not the duty of the superintendent of German instruction

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GERMAN

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personally to teach the children. It is his duty, however, to supervise instruction and to guide the younger teachers, since we do not have a normal school anymore and our young personnel lacks experience. Furthermore, the superintendent must examine the pupils at least every two months; he prepares the material, adapting it to the various schools, and yet must arrange it in such a manner that pupils who are transferred to another district school can readily continue their studies; he must also appraise the relative value of instruction material, prepare the monthly and annual reports, and find suitable substitutes whenever a teacher is sick. He also examines the applicants who wish to become teachers and, after accepting them, supervises their activities and gives advice when the occasion arises.

Briefly, he bears the same responsibility to his teaching staff as the principal of a school does to the English teachers, with one additional disadvantage: The superintendent of the special branches must visit every school regardless

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GERMAN

Illinois Staats-Zeitung, Dec. 31, 1879.

of inclement weather, whereas the principal of a school need not leave the building. To dismiss the superintendent would be equivalent to discharging the principal of every school and leaving matters to the discretion of the school teachers, most of whom are young. All who might favor the abolishment of the superintendents, should consider that this would be the entering wedge whereby German instruction would soon disintegrate. It is a fact, that every attack on German language instruction during the last years was preceded by attempts to abolish the superintendency. If that position is shelved, the rest will follow-quickly.

2) We believe that it is timely to give official figures about German instruction. In the month of November, 1879 for instance, according to the report submitted to the school board by Superintendent Doty, we find that 35,454 pupils attended the four lower grades and 8,801 pupils were in the upper four grades. Total attendance was 44,255.

German instruction is limited to four grades in eighteen of our schools. These eighteen schools have 5,737 pupils of the grammar classification. We

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append a list so that facts may be easily visualized:

Name of School	Number of Grammar Pupils	Children Studying Grammar
Franklin	552	272
Kinzie	312	111
North Clark Street	156	70
Lincoln	287	93
Newberry	198	119
Ogden	398	133
Calumet	157	125
Cottage Grove	267	57
Haven	267	64
Moseley	485	147
Brown	690	125
Carpenter	189	40
Dore	333	171
King	277	106

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Scannon	240	76
Skinner	423	49
Washington	273	26
Wells	233	61
	<u>5,737</u>	<u>1,845</u>

We have another restriction: A resolution of the school board provided that German shall not be taught in any grade unless at least twenty pupils apply. In most of the schools, particularly in the eighth grade, there are usually less than twenty pupils in all. As a result of that resolution passed by the school board another 921 pupils were deprived of an opportunity to learn German, so that only 4,816 pupils have a chance to study German--not 50,000, as our opponents declare! And of these 4,816, only 1,845 take German instruction!

This is an accurate report! And now we ask if this is not a favorable indication (?) considering the difficulties confronting the teachers who labor while

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GERMAN

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a veritable sword of Damocles is suspended over their heads. It is really surprising that the Germans have not asked to have the language study included in every school. The parents of 150 children who attend the Pickard School (and this also applies to the Foster School), asked the school board to include German instruction but to no avail! As a result, the Pickard School has practically no attendance, while the neighboring parochial and private schools, which teach German, are crowded--and in these institutions there is no free tuition!

In regard to the value of language instruction, your valued paper has treated the subject so thoroughly, and in such a masterly manner, that no more can be added. I was only concerned in disproving the aforesaid two assertions.

Respectfully,  
Veritas

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GERMAN

Illinois Staats-Zeitung, Dec. 29, 1879.

THE SCHOOL BOARD AND THE GERMAN LANGUAGE  
Delany's Explanation

Chicago, December 27, 1879.

To the Editor of the Illinois Staats-Zeitung:

In considering your remarks regarding the resolutions passed by the school board, involving the salaries for special teachers in our public schools, it appears that you regard this as tantamount to abolishing German instruction in our schools. This assumption, however, is not based on fact, as may be deduced from the following items:

The Committee on Salaries called attention to an entry of \$2,340 for special teachers.

Mr. Frankenthal made a motion to add \$1,560 to the above sum. A vote on the

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Illinois Staats-Zeitung, Dec. 29, 1879.

question resulted in acceptance of the committee's report and the sum of \$2,340 was set aside for special teachers.

In reality these special teachers are not only teachers but also superintendents. A few years ago, they were called superintendents, but the public ridiculed the Board of Education because of the large number of superintendents in that department and therefore the title "special teachers for German, music, and drawing" was used instead.

All our teachers give instruction in singing and drawing whenever required, and therefore I cannot see the need of having superintendents for the special branches. We have a few special teachers who give German instruction in the so-called grammar classes [lower grades] and, as far as I know, they are fully capable; but we also have a superintendent of German language instruction who is also a "special teacher" and, it appears, his only duty is to supervise other teachers. I am convinced that these three superintendents or special teachers are superfluous, and that the other teachers who give German instruction

Abendpost, Dec. 29, 1879.

are fully capable of doing the work without supervision, or without the help of a superintendent. If the afore-mentioned teachers should prove unsatisfactory, then the Committee on German Instruction should notify the Board of Education and proficient ones will be found.

In regard to salaries, to which we referred before, enough money is available to pay the three superintendents (special teachers) of German, music, and drawing, up to July 1, 1888, which is the end of their term. At the end of that period all superintendents would be dispensed with, because they would be unnecessary and instruction in German, music, and drawing, would continue just as satisfactorily.

The regular German instructors are paid from the teachers' fund, and no distinction exists. The appropriations made at the time covered all salaries, and no attempt was made to discontinue any of the special branches. I am willing at any time to vote for an increase in the staff of German teachers,

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GERMAN

Illinois Staats-Leitung, Dec. 29, 1879.

if the number of children taking, or desiring to obtain, language instruction make that step necessary. On the other hand, I am decidedly opposed to pay for so-called superintendents if we can get along without them.

"Hoping that you may find space in your valued publication to submit this explanation to your readers.

I remain

Very respectfully

M. A. Delany

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GERMAN

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Illinois Staats-Zeitung, Dec. 27, 1879.

GERMAN IN THE PUBLIC SCHOOLS

(Editorial)

We received a letter from Mr. Keith, member of the school board, wherein the gentleman took exception to our remarks published in the Thursday, December 25, issue of the Illinois Staats-Zeitung. We accused Mr. Keith of having broken his word. He said that he had merely promised the editor of the Illinois Staats-Zeitung that he would not join in the attacks which were then being made against the teaching of German in the public schools, and that he had fulfilled that pledge, but that he had never made a declaration that he would maintain that attitude throughout his tenure of office. He was not prejudiced against the Germans or their language, but it was his conviction that teaching the German language in the public schools was of no educational value. If people wished to reproach him for his act, then he would have to accept their censure, but he objected to anyone's saying

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Illinois Staats-Zeitung, Dec. 27, 1879.

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III A

that he disregarded his promises, because such a statement was not founded on fact.

Well enough. We do not intend to be unfair and therefore we gave his views. Whether his explanations will convince others we leave to our readers. We wish to add, however, that according to Mr. Keith's opinion the reduction in the appropriation for salaries of special teachers is by no means an indication that German instruction will be dispensed with. The appropriation affects only the salaries of the "superintendents" of the special branches, German, music, and drawing, for whom no money will be available after July 1, 1880, but the status of the teachers remains unchanged.

According to this explanation, only the salaries of the afore-mentioned three superintendents of the special branches would cease after July 1.

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GERMAN

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Illinois Staats-Zeitung, Dec. 27, 1879.

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III A        If a definite issue were to be made of the question whether German instruction should be continued or eliminated, the school board's decision would be entirely different from its vote on Stone's motion, three days ago. At least two members (possibly even Keith, as a third, but he did not definitely say this) who voted for Stone's motion would then vote for the retention of German in our schools.

Let us hope so, and if it does happen, then we will be indebted to the energetic intervention of the German press.

We also received a communication from another source, wherein the sender endeavored to show that the Germans themselves showed little concern about the teaching of their native language, and proof was offered by quoting statistics of the constantly diminishing attendance at German classes due to parental choice.

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GERMAN

II B 2 f

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Illinois Staats-Zeitung, Dec. 27, 1879.

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These figures are misleading, because the large number of children who study German at home, in parochial or private schools, or who are far advanced beyond their age group in the public schools and therefore **do not** study the language there, are not listed. One will readily perceive the importance of German instruction if he considers those children of Germans who have no opportunity to learn the language at home or at a private institution. One can admit, however, that the pedagogic value of maintaining the German language in the school curriculum is less important than the moral value as long as it is taught in the present unsatisfactory manner. Above all, our citizens of German origin will become staunch advocates of the public schools, whereas otherwise our schools might meet with considerable and justified criticism based on sensible teaching methods.

Those Americans who at heart are opposed to German instruction are the very ones who should favor the teaching of German in the public schools, because

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GERMAN

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• I A 2 b      Illinois Staats-Zeitung, Dec. 27, 1879.

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III A      thousands of children who now attend private or parochial schools would then go to our public schools. Many far-seeing Germans have recognized this fact and opposed strenuously the teaching of German in public schools, because the children became Americanized thereby. What inconsequential German is taught in the public schools is entirely disproportionate to the English-American influence prevailing there; however, the majority of the German-speaking people in Chicago are not aware of this fact.

Another factor which is of moral significance: German instruction steadily reduces the animosity which exists between German-American and English-American children. Those of our readers who have been here for twenty years or more have had experience along this line. A quarter of a century ago the middle and lower classes of our native population had the same attitude toward the Germans as Californians have toward the Chinese today. The Germans--and above all, their language--were ridiculed, and

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GERMAN

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Illinois Staats-Zeitung, Dec. 27, 1879.

I B 3 b

III A       it was not unusual for American rowdies to tell Germans not to speak their native tongue in public or while riding on a train. Whenever Germans spoke their native language, Americans scoffed or grinned, so that many Germans, fearing mob violence, resorted to English jargon.

After the German language was introduced into the schools of our larger cities, matters improved considerably. The new generation does not ridicule people anymore when they talk a foreign language, because it is taught in schools now and therefore commands respect. Fluency in another language is now regarded as an accomplishment, and most of the friction is now a thing of the past. And what applies to the children also applies in a large measure to the parents. The continuation of German instruction in our schools gives assurances of ever-growing mutual esteem between the English-Americans and German-Americans, and helps in fostering friendly relations.

On the other hand, if we discontinue the teaching of German in the public

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GERMAN

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Illinois Staats-Zeitung, Dec. 27, 1879.

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III A      schools we revert to former days, and old grudges will be renewed.

If the American Republicans, the Irish, and the Kentucky Democrats [Translator's note: This refers to Mayor Harrison, a Democrat from Kentucky, and his followers--hence, Kentucky Democrats], wish to combine to bring about this undesirable condition, then they must expect to be treated as bitter enemies by the Germans.

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Chicago Tribune, Dec. 26, 1879.

GERMAN INSTRUCTION.

p. 8 - 2      The following is the substance of an editorial on the question of German in the public schools, printed in yesterday's Staats-Zeitung:

"The School Board gave the German-speaking citizens of Chicago a very unexpected Christmas Eve gift, nothing less than the prospect of the banishment of the German language as a branch of instruction from the public schools. The thing, too, was done in an underhanded way. There had been no previous mention of the matter, either in the press or the proceedings of the School Board.

"There was no direct proposition before them to accomplish this purpose. The matter under consideration was the fixing of the estimates for the coming school year. Suddenly, Mr. Stone moved that the salaries of the special teachers - teachers of German, drawing, and music - be put in only for the six months running from the 1st of January to the 1st of July; that is, to strike them out for the rest of the year.

"The end and aim of this proposition was plain to the German members of the School Board who were present, and they spoke of this underhand method as it deserved...."

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GERMAN

Illinois Staats-Zeitung, Dec. 24, 1879.

### SERIOUS

#### Instruction in German, Drawing, and Singing Abolished in the Public Schools

The board of education announced yesterday that German, drawing, and singing will be discontinued in the public schools after July 1, 1880, because the budget estimate for the city's fiscal year provided funds to pay the teachers of the special branches for the current year only. The opponents of the special branches, particularly the German language, capitalized on the absence of John C. Richberg, succeeded in influencing a few members who formerly were liberal-minded, and so connived to exclude the subjects. The vote taken by the board will surprise many of our citizens. That Stone would make such a motion and vote against the special branches was to be expected, since Stone was always vehemently and stubbornly opposed to the teaching of the German language--however, this was his honest conviction; and one could also imagine that English would gladly concur in a motion which the latter was too cowardly to make of his own accord because of political expediency, nor



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GERMAN

Illinois Staats-Zeitung, Dec. 24, 1879.

would Stiles's friends be surprised because they knew his attitude: A man who considered himself broad-minded, a philosopher, but who was at heart a dense and ignorant man. As to Keith and Frake, one could not look for anything **else**, but Delaney proved an element of surprise, because, prior to his appointment, he favored definitely the teaching of German in the public schools.

Unfortunately, besides Richberg, Armstrong, Brenan, and Stensland were also absent. How the last might have regarded the question would, of course be problematical, but being a foreigner he should have a liberal view--in other words, subscribe to the belief that education should not be limited to mere learning or babbling by heart, nor of teaching only the most elementary subjects. His vote would have been the deciding factor, because Richberg, Brenan, and Armstrong were in favor of the special branches.

But it is useless to cry over spilled milk. The question now is, what to do about it? The best policy would be that Messrs. Richberg, Frankenthal, and Vocke call a special session to reconsider the matter. If that cannot be

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GERMAN

Illinois Staats-Zeitung, Dec. 24, 1879.

done, recourse must be taken to the city council to make an appropriation to provide sufficient money to pay the teachers, and the final disposition of the case would rest with the board of education.

WPA (ILL.) PROJ. 30275

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GERMAN

Illinois Staats-Zeitung, Dec. 24, 1879.

### THE SCHOOL BOARD

The school board held a special session yesterday and the following members were present: P. A. Hoyne, president, and the inspectors: Stone, Vocke, Keith, Armstrong, Frake, Curran, and Delaney.

The complaints of the citizens that the Wells Street school was in an unsanitary condition were referred to the committee on public buildings, likewise a report by the board of health on ventilation, sewers, and other conditions involving schools, and particularly the Scammon school.

. . . . .

A lengthy debate ensued on appropriations for salaries of special teachers, involving instruction in German, music, and drawing. Board members English and Stiles wanted a detailed account of all appropriations granted for the special branches [German, music, drawing] to be submitted to the city council. Stone relinquished his chairmanship temporarily to Frake, and declared that he would

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GERMAN

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Illinois Staats-Zeitung, Dec. 24, 1879.

like to have German language instruction excluded from the public schools. Stiles remarked that he considered the request justified. Only recently General Lieb, an influential, highly respected German, said at a public meeting that German instruction in our public schools was a humbug, prompted by politics.

Curran made a motion to give an estimate to the city council, and inform that body what the cost of each of the separate special subjects would be. The motion was accepted.

Stone made a motion to eliminate the appropriation for German instruction. The motion was declared out of order.

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The report of the committee was submitted and considered. Stone made a motion to restrict appropriations for the salaries of special teachers to an amount sufficient to pay them for the current year. The motion was carried.

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Illinois Staats-Zeitung, Dec. 24, 1879.

According to the aforesaid, no appropriations were made for German instruction, drawing, and music beyond the end of the school term, July, 1880.

In favor of Stone's motion were: W. J. English, M. E. Stone, E. G. Keith, J. Frake, W. Curran, M. A. Delaney, and J. N. Stiles--seven.

Opposed were: W. Vocke, A. C. Bartlett, E. Frankenthal, Hoyne, and Armstrong--five.

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Adjournment followed.

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III C Chicagoer Arbeiter Zeitung, October 2nd, 1879.

GERMAN

"The Teaching of German in Public Schools."

The teaching of German in Public Schools is an absolute necessity and not a mere concession. A city which counts among its population such a large percentage of the German Element as Chicago does, can not ignore the German language, without disadvantage to itself; and furthermore, free schools can flourish with our population only when it offers to the pupils the opportunity, to learn the native language of their parents. This in itself, would be sufficient reason, why the German language should be taught in public schools, and for another still more important reason, because the parochial schools, which are so dangerous to our free thinking, are steadily growing, which is the consequence of devoting much time and energy to the teaching of German. Neverthe-less, the management of public schools, has for years taken a hostile attitude toward the teaching of German in public schools which was taught only to advanced pupils, thus out of 48,000 pupils, only 8000 can get German instructions. But even this small number is, through various limitations, reduced to 6000 for whom the opportunity to learn German is afforded. And of this number 2000 have applied for the German instruction.

GERMAN

Chicagoer Arbeiter Zeitung, October 2nd, 1879.

The parents of the children who attend the Picard-School, near Mc Cormick's factory on 22nd Street, have repeatedly asked the School Board, to introduce the German Language in that school, but without any success. Four rooms in the Picard School are vacant, while the neighboring parochial schools are overcrowded, still the superintendent insists, that the school would not prove large enough, should German be added to their studies.

The same conditions prevail at the Foster School, 12th and Halsted Streets. As limited as the teaching of German already is, it could not be surprising, if it would be stopped altogether. The School-board decided last year (The Germans Frankenthal, Hotz and Vocke, voted for the same measure too) upon optional studies "which means, that only pupils whose parents desire it, may take that particular study, but unless each class room, has at least 20 pupils for such studies, it would cease to be taught, and that of course includes German.

If the Germans don't employ drastic measures, the German language will not be taught



GERMAN

Chicagoer Arbeiter Zeitung, October 2nd, 1879.

in our public schools much longer, and the Germans will have to send their children to private schools, although they have to pay for the support of public schools. Nativism dominates our School-Board, supported by several Catholics, who in their own interest, welcome any measure which would weaken the public-school system, so much hated by them. There are only three German members of the School Board, therefore, nothing can be expected from there, if public opinion would not resort to the necessary pressure, to bring about the desired results.- We call on the reliable men of the city, to take this matter up, and arrange meetings at which, the indignation over the School Board's policy can be expressed, thus the members of the School-Board may see, that the people not only wish the continuance of the teaching of German, but that same should expand among public schools.

Illinois Staats-Zeitung, Sept. 26, 1879.

SESSION OF THE SCHOOL BOARD

Translator's note: All non-German items are omitted in translation.7

Richberg said: "The Supreme Court has decided that all studies must be regarded as a part of the regular curriculum. Not only reading, writing, and arithmetic, but also German, music, and drawing--in fact, every study--must be regarded as a part of the regular curriculum. Instruction in German or in drawing cannot be denied a child on the grounds that not more than twenty children would take the course, just as the School Board cannot pass a rule that arithmetic shall be taught only if twenty or more children take up the subject."

Richberg quoted the Supreme Court decision in support of his statement, and made a motion to nominate a committee to investigate the matter. His motion was carried.

MDA (ILL.) PROJ. 30275

Illinois Staats-Zeitung, June 13, 1879.

MEETING OF THE SCHOOL BOARD

(Summary)

According to Mr. Pruessing's report, 2,245 pupils studied German during the month of May. This represents an increase of two hundred over the same period last year. The motion favoring continuance of German instruction was passed. The opinions expressed were a repetition of the views given at a previous session.

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GERMAN

Chicagoer Arbeiter Zeitung, May 16, 1879.

### THE POLICE JUDGE CANDIDATE WALSH

It came to our attention that Mr. Walsh, is strongly opposing the teaching of German in the Public Schools. He took the same stand as Alderman in 1862, and later as a member of the Board of Education. As proof of Mr. Walsh's hate for the Germans we state, that he was opposed to allowing the City's printing work to be published in any German newspaper. He thought the German language, has no right in this country. It would be advisable for the Socialist Alderman to look up the past records of this candidate for Justice of Peace, before they cast their votes for him. More information as to Mr. Walsh's views could be obtained from the Alderman Messrs. H. Schubert, L. Brentana, ex-Alderman Schaffner, Conrad Fols, ex-Alderman Lengacher, John Buhler and Peter Mahr. These Alderman have been co-workers of Mr. Walsh, (part of the time) and have to some extent protested against his hostile attitude towards the Germans. Why could the "Illinois Staats Zeitung" not get the proper information about Mr. Walsh and expose his hatred of them to the German people.

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GERMAN

Illinois Staats-Zeitung, Feb. 28, 1879.

### THE SCHOOL BOARD

The School Board was in session yesterday. President Wells acted as chairman. All members were present, though Mr. Vocke arrived very late.

Business of relative unimportance was read and referred to the respective committees .....Repairs, plumbing, galvanized ironwork, etc., fall in this category.....

Principal Doty submitted a list of 125 names of women teachers who deserved certificates, among them Jeanne Rosenfeld....[Altogether six German names appear.]

### German Instruction

Messrs. Emil Hoechster, Doctor Hessert, Max Stearn, and General Schaffner,

MPA (ILL.) P110.000.000

Illinois Staats-Zeitung, Feb. 28, 1879.

members of the [German] Committee appointed at the Turnhall meeting, presented the petition which contained fifteen thousand names favoring continuance of German instruction, music, and drawing in our public schools. Mr. English moved that the petition be referred to the School Committee on German Instruction, and that this body report thereon at next week's session.

Mr. Stone submitted an opposing petition which was signed by only one person.

Mr. Pruessing said that he did not know just what the Committee should do about the [first] petition, as the matter really involved the entire School Board; besides there was mention not only of the German language but also of music and drawing. Mr. English replied that since Messrs. Pruessing and Hotz were also members of the Committee on Music and Drawing, it appeared to him that it would be best to let such a voluminous request--signed by so many citizens--continue in the regular channels.

Mr. Arnold offered the following resolution:

Illinois Staats-Leitung, Feb. 28, 1879.

"Resolved, That it appears impractical to neglect instruction in German, music, and drawing;

"Resolved, That the subject of selective studies be submitted to a committee of five, of which the President [Wells] shall be chairman: and that if the said committee reports in favor of continuing instruction in these subjects, then it [the committee] shall state whether the expenses incurred in the teaching of these subjects will diminish; whether expenditures should be more or less curtailed; whether any changes should be made to make instruction more effective; and whether it is possible to make some provision whereby these special subjects will not affect other branches detrimentally; Be it also

"Resolved, That the Committee shall make those recommendations necessary to promote the usefulness and efficiency of our public schools."

Mr. Arnold remarked that the subject had been thoroughly discussed, for the



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three branches were included in the curriculum, and he had never had any inclination to exclude them. At the time when Mr. Stone told him that there was a marked decrease in the German classes, he [Mr. Arnold] became of the opinion, of course, that German was not a very essential study. However, [he now believes] that the evidence proves that a demand does exist, and that Mr. Stone, probably, will also now admit the inadvisability of discontinuing the language instruction. He [Mr. Arnold] desires that the Committee should give a report about German classes in other cities; that Messrs. Stone, Pruessing, and English shall be members of the Committee; and that his resolution be accepted unanimously. He has no fear [he says], that the character of the American people will be changed to any degree by immigration, because [he considers] the influx too small in comparison to the present population.

Mr. Arnold spoke at length about the subject [German instruction in the public schools], and emphasized that the sum involved was too small to be worth discussion with a large part of Chicago's population.

Mr. Keith said that in his opinion too many courses were being taught and that

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the question was what studies could be eliminated; besides [he could not see that] ten thousand dollars was a trivial sum. Nevertheless, he thought that the time would come when every businessman would have to be able to speak German, French, and English. Moreover, in his opinion we face the possibility that the controversy will become a political issue which would be still worse. The question of expense involved in the maintenance of German classes could be solved by employing teachers who could handle German classes as well as their other classes; however, he realized that the matter was not such a simple one in so far as the time element was concerned. It is not fair to let fifty children wait, so that a group of ten may be given German instruction. He [Keith] commended Arnold's resolution.

Mr. Pruessing denied that German lessons have a harmful influence upon other subjects and added: "Experience shows that instruction in two languages produces a more alert mind. An American language does not exist. The nation is a conglomeration of peoples who came from many lands to uphold a republican

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form of government--and not to learn English. Anyone speaking German only, can be just as good a citizen as the individual who is restricted to English. However, all Germans are intent upon learning English, but they are not willing to give up their own language to do so. The Pennsylvania-German jargon would never have developed had both German and English been taught properly in the schools there. The petition intends to eliminate the dividing line between the German-speaking people and those who speak English only."

Mr. Stone denied that he harbored any antagonism toward the German language or the Teutonic people. "German is a wonderful language; inspiring. Here is Vocke, who was virtually at death's door; yet who, nevertheless, gave a half hour's speech in behalf of his native language at the Turnhall meeting." He [Stone] noted, that Germany's most illustrious poet [Goethe] availed himself of that miraculous language in writing his greatest poem dedicated to the apotheosis of H....., a woman; and that Germany's greatest philosopher [Kant] wrote a sentence two and one-half yards long in that language. He

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[Stone] used to believe that it was deplorable that the Goths and Vandals terrorized Italy, but now he realizes that the Goths and Vandals came to Rome on a friendly mission and only requested that their language be taught in the public schools of Rome. When this was denied, they did away with Democrats, Republicans, and, unfortunately, everything else. Mr. Stone also cited a large number of statistics, items which were disproved time and again, among them the claim German was taught in St. Louis where 7,230 children enrolled in the course; yet, the number soon diminished to a mere 129 who continued the study.

Mr. Armstrong replied that whatever the object of Goethe's masterly creation, it would always be recognized, and if Kant's sentences were two and one-half yards long, one must remember that Secretary ~~Evarts~~, following the same method, produced sentences two and one-half blocks in length. According to his [Armstrong's] view, German will never be the dead conversational medium of the scientists in America--it will remain a living language. He [Armstrong]

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investigated thoroughly the factors involving the supplementary, non-compulsory studies and he finds that excellent results were attained.

Vocke, after a very successful rejoinder--which made it necessary for Stone to apologize for his remarks--repeated, in the main, the various points made at the Turnhall mass meeting. In the opinion of Vocke, German instruction in our public schools presents the best means of promoting assimilation.

Bartlett favored the selective studies and added, if the council wished to ascertain whether the taxpayers were willing to provide funds for German instruction, then it was only necessary for that august body to circulate a petition on Wabash Avenue, Lake Street and Madison Street, calling for the discontinuance of the linguistic study, and the answer would be apparent. He [Bartlett] knew that the bona fide taxpayers desired the language course, together with drawing and music.

[Mr.] English again started the groundless tirade about insufficient school

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rooms, and said that the money to be spent on German should be used for the construction of new schools.

Bartlett asked whether the money, the saving which accrued by eliminating German, could be used for additional buildings.

[Mr.] English retorted that if the language classes were eliminated, more space would be available for the teaching of the common branches.

Pruessing was the next speaker [no details], and Stone declared that he [Stone] received a petition from the Illinois Social Science Association, which he had forgotten and left at home, but that he would like the Committee to consider it.

Bartlett made a motion to end the discussion, but withdrew the request after English favored the resolution of Arnold which was finally passed unanimously.

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English made a motion that the Building Committee should report how much space for school classes was needed in the Seventeenth Ward. This motion was accepted.

Arnold offered a motion providing for the continuance of the selective subjects until the Special Committee could submit its findings, and he asked for an immediate vote.

Mr. English moved that the Board adjourn. This motion was defeated by a vote of six to nine. Mr. English moved that Arnold's resolution be tabled; this was also opposed and defeated.

Stone offered a motion to adjourn, which was also defeated.

Then Mr. English again made a motion to table Arnold's motion [about continuing the selective studies until the Special Committee could bring in



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its findings.]

[By this time] the President had decided that he would not tolerate these constant attempts to cause delays.

Stone appealed against the President's decision; however, it was upheld by all the others, with English and Stone the only dissenters.

Mr. English again sought an adjournment and was defeated.

Upon a definite request by the President to abstain from further dilatory tactics, the debate finally reached the voting stage, and a decision to conclude the meeting was reached, with all voting in favor of the decision, except English, Jacobs, Stone, Brennan and Faake.

The motion [Arnold's] was finally accepted by all except Stone.

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The following gentlemen were nominated to the [Special] Committee: Arnold, Pruessing, English, Stone and the Chairman.

Adjournment followed.

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GERMAN LANGUAGE INSTRUCTION IN THE PUBLIC SCHOOLS

by

Veritas

Again our citizens and taxpayers are faced with the question: Shall German be taught in our public schools? Those who oppose the teaching of this subject, with their customary energy and persistence, give a number of reasons in an attempt to convince Anglo-Americans and Germans as well, that such instruction is not desirable. The reasons which are offered are mostly so logical that, even among the Germans, a large number oppose the language study.

Let us consider the matter more thoroughly. The first argument is that the Germans have no special right to have their language taught in public schools, in view of the presence of many other nationalities in the community; that we are Americans, and the national language happens to be English; and that it would be just as reasonable to insist on teaching Swedish, French or Bohemian

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in compliance with the demands of other groups. This reasoning actually is justified! According to our view, it is absolutely wrong for the Germans to insist upon the teaching of that language merely because of the fact that the Germans make up one of the largest groups in the population of the city.

We do not request inclusion of the study in the curriculum on those grounds as every other national group could claim the same privilege. We have sounder reasons, involving pedagogical advantages. It has been demonstrated, as Cicero once claimed, that there is no better way to learn one's own language than by comparison with another; this fact has been established during centuries of teaching. Just as Latin provides an essential basis for a thorough understanding of the grammatical construction of dead languages, so is German--with its literary background, diversity and delicacy of syntactical principles--the closest equivalent to Latin among living tongues, according to the impartial judgment of teachers. For instance, no one can properly understand the Anglo-Saxon element in the English language without having a knowledge of German. Therefore, in asking that another living language besides English be

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taught in our public schools, we do not predicate our request upon the fact that we are Germans, but upon the fact that study of another tongue makes English the more readily comprehensible. And the most suitable language for that purpose happens to be German! Thus the fact that German is spoken by such a large number of Chicago people becomes of secondary importance, as does the fact that a knowledge of German is of great commercial and social benefit.

Another objection raised by the opponents of linguistic studies is the expense involved, and this seems on the surface quite plausible in view of present high taxes. Our adversaries speak freely and casually of such sums as fifty thousand or a hundred thousand dollars [as the cost of German instruction].... and itemize the figures in such a convincing way that the uninitiated must believe: "Yes, they are right, it is too much!"

But, if one intends to figure in that manner, using the time involved in German instruction as a factor, then by comparison, English instruction would

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cost five to six million dollars, not the mere one-half million dollars claimed! Such sums are nonsensical!

Analysis of the actual expenditures, in dollars and cents, shows that the total amount paid for German instruction does not exceed twelve thousand dollars; this is surely a trifle in comparison to the four million dollars expended annually on our city, especially when we consider the benefits which accrue to anyone knowing more than one language.

Therefore, one should not be influenced by the assertion of our antagonists that the money used for German instruction can better be applied to build new schools! To construct a new school building requires, admittedly, two or three times as much.

Even the twelve thousand dollars can readily be reduced to two thousand dollars, if the new plan is adopted whereby, in the future, only such teachers will be employed as are able to teach English as well as German. This will eliminate

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the special instructors we now have. As far as we know, this plan is being tried at the Calumet school. We may give details at some other time.

A third argument advanced for opposing German instruction is: "As long as thousands of children of school age are not being given any instruction, we must restrict the curriculum and teach only the most important subjects, to assure education for the large numbers not now in school!" That, too, sounds logical! But upon closer scrutiny this assertion is likewise fallacious. As long as compulsory education is not the rule, and the State won't enforce it, we will have thousands of children who prefer to be absent from school.

A city may build ever so many schools and hire "school ma'ams," but still there will be thousands of youngsters who show a preference for the streets. Shall we, then, because of these truants, curtail instruction for nearly fifty thousand pupils who seek knowledge? Should the students who do attend suffer because of those delinquents who ought to be in a reformatory?



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Indeed not! First, let us pass a law which compels all children from six to twelve years--without exception--to attend school; after that, such statements of the anti-Germans as we have mentioned can scarcely be made!

Another point is mentioned by the advocates of a restricted curriculum: they declare that not much is achieved, that poor results are shown in the German classes; participation is considered small (2,000) in comparison to the total enrollment (48,000) in public schools.

The first complaint, which is frequently heard, we consider an injustice to the ladies who teach German under the present difficulties. We do not deny that improvements are desirable, but where on earth is that not so? We think that in the English classes many changes for the better could also be inaugurated!

How wrong to declare that German lessons have produced poor results, when the children are permitted to discontinue and resume the subject at will! To

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obtain definite proof, examine a child who has attended all four grades without interruption, and it will be found that he has acquired a fair knowledge of the language.

The writer found many Americans who could converse fairly well in German after taking the course! One cannot justly condemn a course of teaching on the basis of poor results noted in a child who may have attended only two or three classes!

With respect to the small number of pupils studying German, the figures are misleading. German, unfortunately, was excluded from the primary classes, which have nearly forty thousand pupils, and the language is taught only in the grammar grades, with an enrollment of only about eight thousand five hundred. Thus it is shown that one fourth of the latter enrolled in the German course. And this ratio would be considerably higher, were it not for fact that German has not been introduced into all of our grammar schools, although a demand exists.

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We maintain that at least one third of those who are given an opportunity to study German avail themselves of the offer.

We see that we have exceeded the space usually allotted by a newspaper for expression of opinions and so will refrain from presenting additional facts. Much more might be said, but this may suffice at this time. Our only concern is to give a true analysis of our opponents' claims to show the falsity of their assertions, and to clarify matters generally.

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### A LOCAL KAFFIR WAR

[Translator's note: The title is a reference to the war between England and the Kaffirs, which was going on at the time.]

It seems that we, too, shall have a Kaffir war in Chicago, a conflict with the nativists and water-wagon lovers. The Zulus consider their domain heaven and regard themselves as citizens of heaven; in this respect our English-speaking "Kaffirs" are on the same level.

They approach in two columns. One is opposed to German instruction in the public schools; the other attacks Sunday diversions and the sale of intoxicants. A petition to the City Council, which was circulated largely among the prohibition bigots who supplied many signatures, demands a strict enforcement of the Sunday laws, particularly with regard to the closing of theaters and--all in one breath--the suppression of all taverns. How successful this request will be cannot be answered at this time.

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The essential feature is that the "Kaffirs" are again trying to create dissension--attempting in a most malevolent manner to promote quarrels--between the English-speaking citizens and German-Americans. If, as some believe, (though there is no available evidence) this conflict against the Germans was inaugurated by the Democrats, the affair would be understandable, because the Democratic party can never attain leadership except by promoting enmity between Germans and Americans. But if, on the other hand, the "Kaffirs" are mostly Republicans, then it becomes evident, thereby, that they prefer to let the Democrats rule the city rather than divide leadership with the Germans.

We are convinced that the Germans will act as they have in the past; that a strong and united front will prevail, creating for the Germans respect and recognition. If our adversaries think that this is an opportunity to catch the Germans unaware, then we must prove that we are watchful and prepared to defend our position irrespective of consequences.

The Germans do not favor an alliance with that class which considers municipal

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control a means of feeding "bummers" at public expense; but, as regrettable as it may be, the Teutons will have to yield to such an alliance if the ruling party becomes allied with the "drys" and nativists and opposes the justified German demands. In other words, the Germans seek no conflict--to the contrary; but if necessity makes it expedient, then they will cast their votes (at the impending spring election) where they will do the most good.

All Republican candidates who consider Republicanism tantamount to an election should consider this. A Republican administration can maintain itself only if the adversaries of German instruction on the School Board are beaten, and if the temperance onslaught on the City Council is repulsed--not otherwise!

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### GERMAN INSTRUCTION

#### One Hundred and Fifty Thousand Germans Demand its Retention in Curriculum of Public Schools

A meeting was held yesterday at the North Side Turnhalle, at the instance of the Chicago Turngemeinde (Gymnastic community), which deserves great credit for raising this protest against the proposal of the School Board to eliminate German, drawing and singing from the curricula of the public schools. A large crowd was present, chiefly our older and most respected Germans, of whose faithfulness toward the land of their adoption one entertains no doubt: men who shared the vicissitudes of the nation during hours of danger.

The prevailing sentiment was of a definite character and gave no unmistakable signs about the lofty purpose of the assembly. Emil Hoechster, speaker of the Turngemeinde, gave the opening address and declared that the Chicago Turngemeinde called upon the people to be present in order to formulate a justified, emphatic protest against the School Board's intent to abolish German-language instruction, drawing and singing from the public schools.

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Dr. Hessert was nominated president of the meeting, and was elected. He eschewed speeches and suggested that the assembly proceed forthwith to the business on hand. Max Stern was elected secretary. Dr. Schmidt was asked to give his views on the matter and he said that he could give little additional information on the question. Those at the meeting by their very presence prove that they are fully aware of the significance of the present issue (the attempt to eliminate German from the public schools); that this intention is merely an abominable attack against the German people and culture; and that we are duty-bound to defend ourselves. It is not a mere question of nationalities; it entails culture in general. Acquiring another language is important and necessary. If some other nationality of greater numerical strength were present in Chicago, then he [Dr. Schmidt] would just as gladly vote for the learning of that language. [The tenor of his views was expressed by the following]:

In a country where such stupendous sums are spent for education, only a nincompoop could use the pretext of saving a paltry twelve or thirteen thousand dollars by abolishing German instruction. If the gentlemen who wish to save the twelve thousand dollars would consider that they, individually, owe at least that much

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in taxes, whereas the free schools which are used by the preponderant majority, belong to the people who, by the sweat of their brow, earned their living and paid taxes promptly, then these economists would not attempt such penury. Besides, these people bought land at a high price from the same gentlemen who wish to effect savings in school instruction. They are the same miserable, shabby curs who are at the bottom of the movement to deprive the poor workers of their Sunday pleasures. The speaker Dr. Schmidt then asserted that he greatly respects the cultured Americans, but not the dishonest, depraved horde known as nativists who can only be convinced by the fist.

"The movement Dr. Schmidt continued would not have originated in the School Board--it was inaugurated by two unimportant members--if they were not sure of large party support. They'll back water quickly if they find that the Germans won't consent, but instead will clench their teeth and declare unequivocally that the language expressing the greatest thoughts of men, is to remain a heritage for posterity. However, organization is necessary. It is difficult to reach the masses, but they must be induced to make demonstrations which will convince certain people that their intentions are not enforceable, and that the Teutons adhere

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to the principle: 'German is spoken here!'"

Lively applause often interrupted the forceful speaker.

Upon a motion of Philip Stein, the chairman was requested to appoint a committee to formulate resolutions. The following gentlemen were nominated: Verghe, Emil Hoechster, Adolph Schoeninger, Philip Stein and Floto.

Hiram Barber was the next speaker. He said the free schools are the pride of the nation and that he knew of nothing more appropriate than a meeting of this kind to consider questions of this nature. Lincoln said that this is "a government of the people, by the people, for the people"; in other words, it is expected that the government should exercise the will of the people. Consideration of public affairs by the people is a necessity, and such actions should be fostered in every conceivable manner. In regard to the present problem there are, of course, divergent views. One group believes it is a waste of time and money to teach German and to support a foreign type of know-nothingness; that [if one language is taught] others must be, also; that this is an American nation and immigrants must be assim-

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ilated, etc.

Such arguments never fully convinced him [Hiram Barber, the speaker]; he believes that a man forgetting his fatherland, and those pliant fellows who endeavor to be absorbed instantly by another country, are not worth much. He regards the teaching of German no more than a reasonable concession to the 150,000 Germans living here. For four thousand years the world paid homage to the Greek language, and German literature is fully as voluminous and versatile--presenting a wealth of romanticism, sane logic, science, and philosophy. A knowledge of German proves valuable indeed. Should the world ever hear that the teaching of German had been discontinued in Chicago because it involved the trifling sum of twelve thousand dollars? It may be proper to teach French in New Orleans, and the Scandinavian languages in some of our schools as well as in certain districts of Minnesota; and it is certainly justifiable to teach German in our local schools.

An opinion prevails that the children are not given sufficient time to master the language--none are fully educated in school--the institutions providing only the foundation upon which further progress depends.

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He considered the protest of the Germans to be fully justified, and hoped that the matter would be vigorously prosecuted. (Applause)

Mr. Wilhelm Vocke was called next and said that since he had been a member of the School Board this debate had been an annual affair, and it always took place when the salary of the German principal came up for discussion. Formerly this amounted to fifteen hundred dollars, but last year, in common with others, it was decreased to twelve hundred dollars. This year the salaries of most of the other teachers were raised, and the German Committee tried to obtain the original scale for the German principal, but it brought energetic opposition. The enemies of German-language instruction used the salary issue as a pretext for attacking German in general.

One must admit that the German lessons were nothing to boast of; however, when Dr. Zimmermann became principal, conditions improved considerably. The Committee also hopes that no extra sums need be expended for German instruction in the future, because teachers should be employed who are equally proficient in both languages.



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Mr. Vocke then spoke about the "common schools"--whatever one understands by that term--and disproved the current belief that only the most essential branches--reading, writing and arithmetic--must be taught. The appellation "common schools" applies to all public institutions of learning, regardless of whether they are of an elementary character or are universities.

On this occasion the speaker criticized the nearsightedness of the people who were interviewed by the Times last week on the present question, and, in conclusion, said that the commonest public school in Germany offers more than we do. We should work zealously toward an increase of school subjects, if possible.

In Germany, at the Gymnasien, the students; when seven or eight years old, study Latin; it is a compulsory measure. And why not study German here? As teaching subjects become more varied, the ambitions increase!

Mr. Barber knows how he was benefited by a thorough knowledge of German. No American who learned the German language will deny that it proved of incalculable value. It is quite true, of course, that many children who study German now do

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not learn to speak the language; but no one is able to predict what will prove advantageous in later years. To promote assimilation [of immigrants] the Americans can do nothing better than to induce German children to visit the public schools by promising German lessons.

The speaker [Vocke] said that he had no doubt of the effectiveness of the protest now being formulated here to be presented to the school board next Thursday.

Philip Stein, Chairman of the Committee on Resolutions, submitted the record of his members, an English document, wherein various reasons for the continuance of German-language instruction, drawing and singing were given, and to which the following resolutions were appended:

"Resolved, That we emphatically protest against the discontinuance of German, drawing and singing in the public schools.

"Resolved, That we are always ready and willing to pay our taxes for the maintenance of our city and its credit; but we do not believe that an annual saving of

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twelve to thirteen thousand dollars--the amount heretofore paid for the above cultural branches--constitutes sufficient reason for the abolition of these subjects from the school curriculum, by an administration of a city of half a million people, which expends four million dollars yearly for its operating costs.

"Resolved, That the attempts to eliminate the aforesaid studies from the school plan are prompted by the nativistic attitude, and if this attitude is encouraged and continues, it will undermine the friendly relations now existing between the various nationalities, and is likely to produce again for our city a rule of corruption, plunder and venal office seekers.

"Resolved, That in the interests of true economy, and with due consideration to education in its broadest sense, we hereby respectfully, but emphatically, request that every member of the Board of Education vote against the abolition of German, singing and drawing, and do everything within his individual power to bring these branches to the same standard as other studies."

Casper Butz reflected that the resolutions were somewhat too long. "I might

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add," he said, "that the question of German instruction has already been decided--and favorably. A meeting of School Board members was held last Thursday and therein it was agreed that the majority would vote for German instruction."

German culture is destined to play an important part in this country. He [Butz] remembers well the effects of the German Christmas. But it is necessary that the Germans be united, for if they are divided they will be the prey of the nativistic Americans--substantially as before.

"Thank God, he said, "this know-nothing movement is gradually becoming extinct. The people who emigrated from Germany are now already more numerous than the descendants from the inhabitants of the New England States, because these Yankees are too comfort-loving to think of propogation.

"English is but the proud, insolent daughter of the German language, and now the mother tongue is to be condemned in a city of half a million people, because twelve thousand dollars for instruction is involved. It is ridiculous. Incidentally, the language lessons need improvement. The subject should not be a matter

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of choice; it ought to be compulsory and on an equal footing with other studies. In Cincinnati and Cleveland German instruction thrives, but not here. We must equal the accomplishments of that small nation, Switzerland. In that Alpine country three languages are accorded equal recognition, and if a representative of Tessin speaks at the national council, then it is expected that every member of the assembly should understand him, as if he spoke in German or French."

In his closing remarks the speaker [Butz] said that we should continue to "speak German" in our schools.

General Schaffner made a motion that the resolutions read by Philip Stein be accepted and given to the School Board by a committee of five, together with the chairman, who was to be a delegate, also. Messrs. Emil Hoechster, Philip Stein, Adolph Schoeninger, Max Stern, General Schaffner and the chairman were nominated to this committee.

Wilhelm Meyer moved that a vote of thanks be accorded to the Chicago Turngemeinde.

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[The motion was] accepted.

Max Stern asked the assembly to procure many signatures for the protest, regardless of the fact that the peril seemed to be obviated; it might be beneficial in the future to have an imposing array of names.

Adjournment [followed thereafter].

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GERMAN

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### GERMAN IN THE PUBLIC SCHOOLS

Our School Board of Chicago, consisting of thirteen Republicans and two Democrats, intends to abolish German instruction in our public schools. This is by no means the initial attempt, though it is the first one which shows indications of success. The Yankees, Stone and Keith, and the Swede, Jacobs, who display particular antagonism toward Germans, are the ringleaders of the movement. These three call themselves Republicans. Whether they really are is somewhat doubtful, because the greatest enemy of the Republican party can devise no more effective means to demote it to a minority in Chicago than by abolishing German in our public schools.

The Germans and taxpayers of our city demand the continuance as well as improvement of the language course, and they do not regard the matter as a favor; they consider that they are fully entitled to this part of the curriculum.

The Germans will never submit to the impudent presumption that this cosmopolitan city is a Yankee village. What the city represents today was realized by

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co-operative effort of the most divergent nationalities, and the Germans are at least equal in number to the native-born Americans. The German-speaking citizens of Chicago are the most conscientious and prompt taxpayers of the city; for every twenty Yankee taxdodgers, one finds hardly a single German. Our German-Americans are the most reliable supporters of the public school system, provided they are given the consideration to which they believe themselves entitled--not otherwise. They will regard as antagonistic every party which denies this right: let everyone who is concerned in this remember it. The assertion, which is repeated ad nauseam, that German instruction costs tremendous sums is a baseless, malicious lie. The expense is trivial--slightly more than twelve thousand dollars; hence, a paltry amount.

The extra appropriations could be eliminated entirely if teachers were selected who could handle other classes together with the German classes, as is practised by other cities. This would constitute an improvement quite independent of the cost problem, and in this way the study of languages **would** lose its specialized character. The students would then cease to regard linguistic instruction as an

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extraneous addition, but would come to consider it as a regular part of a comprehensive school plan. The import of this branch and the participation therein can make an impression only if language instruction is restored to a place in the school curriculum on a par with other subjects.

If this antagonism to German instruction were not based on a narrow-mindedness and hatred of Germans and German culture that is more or less subconscious, then it would be worth while to tell our American bigots that their intentions will not be realized even if German is excluded from the public schools. Our nativists desire that the German people should discard their aloofness in order that they may be fully Americanized. But that object cannot be attained--in fact, the opposite will prevail--if we cause Germans to disapprove of our public schools.

Parents wishing to avoid the possibility that their children will grow away from them-- if German is excluded from the public schools--will send their children to private institutions or community schools, which in turn would only widen the chasm between the offspring of Americans and the descendants of Germans.



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Actually, those Germans who **harbor** such resentment toward Americanism that they would like to prevent their children from being absorbed by the new land, would be well satisfied if German instruction were to be eliminated from the public schools. In that manner German Know-Nothingism would be fostered just as much as the American variety.

We like neither faction. Hence we demand that German be taught, and instruction be improved to the point where it is adequate for the purpose for which it is intended.

We would consider it a declaration of war by Republican Yankeeism against the German-speaking citizens, if the School Board abolishes German instruction, because the English-speaking Republicans on the School Board are responsible for its decisions. If Messrs. Wells, Armstrong, Hoyne, Arnold, Bartlett and Frake combine their votes with the four German members, then German in our schools will be safe. We hope so--but the gentlemen should fully understand

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the far-reaching consequences of their conclusions.

If human judgment is at all reliable, the discontinuance of German instruction by a majority vote by the School Board would be tantamount to a Democratic victory at the next city election, particularly if the two Democrats of the Board (Brennan and English) ally themselves with the friends of German instruction.

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### GERMAN INSTRUCTION ENDANGERED

Germans! Come to the North Side Turnhalle This Evening!

The Chicago Turngemeinde (Gymnastic Community) arranged a mass meeting for tonight to enable **the Germans** and the friends of German-language instruction to devise ways and means for the continuance of that subject, as well as drawing and music, in our public schools. These cultural subjects are imperiled and an energetic protest against the proposed abolition of these educational branches must be considered. The matter is exceedingly important to all Germans.

Considering the taxes which the **Germans** pay, they may and can demand that the ridiculously small amount which goes for German-language instruction shall be paid, so that the new generation will not be deprived of an opportunity to be thoroughly grounded in the tongue of their forefathers.

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The discontinuance of German is attempted under the guise of an economy measure; but, in reality, we are faced with a political measure whose purpose is--in the last analysis--the completed subjugation of the German element. No one need appear tonight at the Turnhalle who desires to see a reversion to the old days, when the Germans were absolutely devoid of influence in shaping the destiny of this country--the period when the Germans were dragged to the ballot box or kicked out of the polling places, depending on which was expedient at the moment. But anyone who believes that the Germans should have an equal opportunity in shaping our developing nation, and who intends to have his children study the ancestral language and remain Teutonic in spirit, should come to the meeting and bring his friends.

The School Board will be influenced in direct ratio to the impressiveness of the meeting, and will drop its projected plan if the meeting is sufficiently attended.

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The preliminaries involving this protest have already shown a beneficial aspect, as we note from the appended article of the Inter-Ocean, quoted herewith:

### German in the Public Schools

[Translator's note: As the article is available in English, it has not been translated here. However, a few excerpts are given to provide a reasonable continuity.]

"Nearly every year at this time a loud outcry goes up....in an effort to prevail upon the School Board to eliminate German from our public schools.... Since economy is the slogan, one might think that a huge sum was at issue, but actually the sum involved is only twelve thousand dollars. The Germans ....as law-abiding citizens....and taxpayers....are entitled to it....Does one care to revert to the mob rule of the former administration because of a doubtful saving of twelve thousand dollars?...."

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The article shows that the Inter-Ocean is well informed, and besides, it gives the consoling assurance that George B. Armstrong, one of the members of the School Board and local editor of the Inter-Ocean, will vote against the discontinuance of German--if for political reasons only.

We repeat: The meeting should be well attended and it is hoped that no citizen of the North Side will be absent!

The Aurora Turnverein (Aurora Gymnastic Club) and many citizens of the North Side will participate in the meeting. They will march in a body to the meeting, leaving the Aurora Turnhalle at 7:45 P.M.

It would be desirable if other associations would follow the example of the Aurora Turnverein.

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DRAWING, MUSIC, GERMAN

Protest against Discontinuance of these Subjects in  
our Public Schools

The following protest is being circulated:

"To the Honorable Members of the School Board of Chicago.

"Gentlemen: The undersigned, citizens of Chicago, regret that several members of your esteemed Board are endeavoring to discontinue in our public schools the three requested, special branches: drawing, music, and German.

"We are taxpayers, but regardless of the great sacrifices which we have always been glad to make for the upkeep of our free school system, we do not believe that the mere saving of thirteen thousand dollars justifies the abolition of these cultural subjects, in a city of a half million inhabitants,

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who pay four million dollars annually for the maintenance of our municipal government.

"German is spoken by one third of our population and a knowledge of the language is of incalculable value to everyone.

"Singing is taught in the lowest classes of all Christian countries, and drawing benefits every person who has learned a trade.

"We, therefore, appeal to the esteemed members of your Board that they shall not permit any changes in the present school plan, and that the aforesaid studies shall be continued as heretofore."

Protest forms may be obtained from these places: H. Biroth, 111 Archer Avenue; Vorwaerts Turnhalle; Aurora Turnhalle;.....[Six addresses are given], and after signatures have been obtained, the circulars must be returned to

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one of these addresses, not later than next Wednesday, February 26.

The text of the protest is, of course, in English, but an explanation is given in German which, in the main, is identical; but, the following request is added: "It need hardly be mentioned that the Germans of our city, in particular, are greatly concerned with this question. It is, therefore, their duty to throttle in its incipency this movement which threatens to develop into a nativistic affair, and which, if successful, would undoubtedly produce further transgressions.

"Anyone desirous of doing something, should ask for a list and obtain signatures. It would be particularly advantageous to circulate the protest among clubs, lodges, etc."

We fully agree with this protest in every particular and hope that the signatures of all citizens of German origin will be affixed; that everyone will

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do his share. This is a matter of utmost importance. The survival of German culture is involved. It would be desirable if several hundred volunteers would endeavor to bring this protest into homes and shops for the securing of signatures.

A general meeting has been announced by the Chicago Turngemeinde (Chicago Gymnastic Community) and, it is hoped, no member will be absent. [Editor's note: The Chicago Turngemeinde was one of the most active organizations in the fight to maintain German-language instruction in our public schools.]

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Illinois Staats-Zeitung, Feb. 10, 1879.

### GERMAN INSTRUCTION IN THE PUBLIC SCHOOLS

The School Board met again for its annual and monotonously regular quibbling contest over the value and results of German instruction in our public schools. Both sides present their arguments with considerable bitterness. Inspector Jones, one of the most sullen nativists of the city, leads the opposition, while Inspector Pruessing, a freethinking radical whose attitude made him permanently hostile to certain American members of the School Board, upholds the contention of the pro-Germans. Attacks and defence, in so far as speeches are concerned, are almost entirely confined to these two gentlemen, and they overwhelm their colleagues--as well as the reporters who are compelled to listen to their tirades--with an onslaught of statistics and statements from schools of other cities where German is taught, until the assembly is completely bewildered. As no clear, concise facts could be gathered, even though the closest attention was paid to the present disquisitions on the subject (German-language instruction in our public schools), our reporter decided to make an independent investigation of the subject and at once began delving into the archives of the schools, consulting the foreign-language teachers and so forth, in order to give

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reliable information to our interested readers.

Statistics given by the Board of Education are very incomplete. For instance: No evidence is available concerning the nationality of any of the school children, or rather, their parents. A list giving the "land of birth" of the pupils is available, however.

In the material dealing with those taking German, consideration is given to the nationality of pupils, but this is relatively valueless for it includes no indication of the nationality of those children who do not avail themselves of the opportunity to learn a foreign tongue. Evidence of the cost of conducting classes of the various grades is also very meager, though this information is essential if one is to ascertain the actual expense incurred in teaching German, or--let us say--the cost of providing instruction in this language as compared with that of other subjects which are taught in our schools.

For these reasons it was impossible--even with the best of intentions--to obtain a thorough statistical foundation on which to base demands that German be taught

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in the schools. For an adequate solution of the problem such records would have been desirable.

Daily school attendance during the past school year showed an average of 41,569; of this number, 31,990 pupils belong to the elementary classes; the middle or grammar classes had 8,274.4 (sic) and the high schools, 1,332 students.

Our reporter has not investigated the figures of the high schools and so only the middle classes [grammar] come into consideration in so far as the study of German is concerned. The elementary schools are not included either, since German has not been taught in these lower classes for several years. Furthermore, not all the grammar schools teach German and this decreases considerably the number of students who might study German, if given an opportunity. Thus on July 1, 1877, the end of that school year, 5,019 students (aside from those in the high schools) had an opportunity to take German lessons, and 1,806 scholars were enrolled, or [about] 36 per cent. On January 31, this year, 5,945 grammar students could have taken lessons in German, and 1,969, or roughly 33 per cent, participated; so one notes an increase in the absolute number of those taking

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up German but a smaller percentage of the whole.

The appended table gives comparisons of German instruction, or rather, of student participation in the various schools.

July 1, 1877.				February 1, 1879.		
School	Total number of pupils	Students studying German	Percentage	Total number of pupils	Students studying German	Percentage
Scammon	226	85	37	261	120	46
Kinzie	247	120	49	313	112	36
Franklin	303	127	42	364	193	53
Washington	360	99	28	368	75	20
Moseley	490	130	27	584	177	30
Brown	664	138	21	759	158	21
Ogden	374	146	39	429	151	35
Newberry	238	157	66	232	124	53
Wells	314	83	26	316	83	26



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Skinner	401	102	26	502	80	16
Haven	329	149	45	333	120	36
Cottage Grove	216	56	26	276	71	26
Dore	306	150	50	340	183	54
Lincoln	260	131	50	313	112	68
Carpenter	152	31	20	145	39	26
North Clark	140	54	39	153	29	19
King				201	86	43
Calumet Ave.				56	56	100
Total	5,019 (sic)	1,206	56	5,945	1,969	33

This compilation shows that the lowest participation rate, 20 per cent in July, 1877, dropped to 16 per cent; the highest rate rose from 66 to 68 per cent. (The Calumet Avenue school gives German instructions to all its grammar pupils, and a German instructress is in charge, if our reporter's statements are not based on error.)

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It is to be noted that the increase in the number of those taking German is almost entirely attributable to the fact that two more schools provided this instruction.

The considerable decrease of pupils studying German at the North Clark Street School is partially due to transfers to Ogden School, but mostly to the unco-operative attitude of the teachers. If that is eliminated, then increased attendance may be looked for. An actual increase in attendance at German classes is noticeable only at the Franklin, Moseley, Dore, Lincoln and Carpenter schools.

About one half of the number of pupils taking German lessons on February 1 were of German parentage. On February 1, sixteen special teachers taught German, besides the principal and the teachers in the high schools which give German instruction, and their total salaries amount to \$9,400 annually. To this must be added one half of the Calumet Avenue schoolteacher's salary, and \$1,020 from the principal's salary, the portion prorated to the grammar schools, so that the cost of German instruction for 1,969 pupils amounts to \$10,720 annually, or \$5.95 per year for

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each participant.

It would be unfair to condemn German instructions forthwith, on the ground that it is too expensive, since the average cost of all school instruction, including high schools, is only \$12.52 per year. In ascertaining the true proportionate cost, one must assume that the teachers of this subject are given the same average quota of pupils as prevails in other classes--in other words--consideration should be given to teaching activity commensurate with an expenditure of \$10,780.

The average teaching period in our local public schools, with the exception of the high schools, is 386 hours (5 $\frac{1}{2}$  hours for 52 pupils). German instruction averages one-half hour daily. The 1,915 children who study German (with the exception of the Calumet school) require 957 hours of instruction a day, whereas they are provided with 4,576 hours of available time on the part of teachers, which would be equivalent to teaching 9,152 children [each taking a one-half-hour lesson]. Even if time loss incident to short periods and repeated changes of teaching personnel is estimated at fifty per cent, there are, nevertheless, enough German teachers available--if their time were fully utilized--to instruct 4,576 children. This

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would mean a yearly average cost of \$1.27, or about one fifth of the total cost of school instruction. Then we must consider that the average cost in the grammar schools amounts to about \$2.00 per pupil; therefore, German instruction would only require one eighth of the total outlay for all school subjects.

Now in regard to the results thus far obtained--that is, the educational accomplishments--these are not particularly brilliant, according to the confidential statement of our reporter. But here we must remember that only a very few students completed the entire grammar course. Not even one third of those matriculating in the first grammar classes, completed the final class of the course. Even when students did complete the course they were given merely a suitable foundation for further progress.

Our reporter showed his statistical figures and findings to a prominent German-American pedagogue and the latter read to him a highly confidential report which really should be disseminated and made available to the general public. But the gentleman, showing the usual modesty of German scientists, asked that his name be withheld. He said:

WPA (ILL) PROJ. 30275

Illinois Staats-Zeitung, Feb. 10, 1875.

"Our statistics are very valuable indeed and show us two facts: First, that our school statistics are lamentably incomplete and, second, that German instruction in our public schools has been greatly neglected. If the statistics were complete, then we would have evidence to prove just how much time is devoted to each subject; information would be available to show the national origin of each pupil and, above all, whether the pupils obtained their elementary schooling in our or other institutions.

"In so far as German instruction is concerned, I must say, as a teacher, that it should represent a prominent part of our curriculum, particularly since Chicago has such a large German element. In making this assertion I am not influenced by any prejudice in favor of my mother tongue. The German language should even be taught in the elementary classes, at least the two upper ones, not merely for linguistic reasons, but as a means of inducing children to think, and of developing that trait. I am convinced that familiarity with the German language, if acquired during youth, must be beneficial to the English-speaking people, as it is a great help in gaining a proper understanding of English itself and as it definitely develops and hastens our knowledge of grammar.

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"English instruction in our schools, if given simultaneously with the German, would lose much of its mechanical character which makes our absorption of English a mere matter of memory at present. As soon as the student begins to understand the characteristic logic of the German grammar, he is naturally led into applying it to English word and sentence structure, also, although in a somewhat inverted order, since both languages originated from the same source. To obtain such a benefit it is of course necessary that the German language be taught early--in the elementary classes.

"It is entirely erroneous to believe that the study of German interferes with other subjects. To the contrary, aside from mathematics, there is no subject taught in the lower classes which develops thinking and thereby facilitates learning in general as well as systematic instruction in German.

"In so far as instruction in German here in Chicago is concerned, the chief faults are that this subject is entirely excluded from the elementary classes; and, above all, the incorrect method of teaching which now prevails. In Chicago, as well as throughout the country, we formed the habit of teaching in a rather mechanical

Illinois Staats-Zeitung, Feb. 10, 1879.

manner; as a natural consequence the students drop a subject whenever they can because interest is lacking. Also, unless compulsory school attendance is generally adopted, we face one unsurmountable obstacle; very few students finish the entire school course. Thus they acquire only a superficial idea of what they ought to learn. This, then, is probably one of the outstanding reasons for the linguistic confusion noticeable among descendants of Germans. Perhaps this linguistic confusion would also manifest itself if the children had not studied German in school, because children who constantly hear a German-English jargon at home necessarily are affected, and the patois, the pernicious habit of the parents, unless persistent schooling counteracts it.

"I am of the opinion that should we improve our study course and introduce German in all grammar schools, participation in the language classes will reach seventy-five per cent; this can be accomplished without increasing the school budget or slighting other subjects. I am convinced that the older students of the grammar schools, who attended the German course and passed, are better in English spelling than their companions who, as the result of being influenced into regarding German instruction as a waste of time, neglected it. Perhaps it might be a good



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policy to compile accurate statistics on this phase. When the public is confronted with evidence which shows the advantage of studying German as a general subject, then our people, regardless of nationalistic origin, will definitely oppose abolition of linguistic studies in our schools.

"It is a parental duty of people so closely interwoven with Germany as our Americans, to help their children to make the wealth of German literature more accessible, by providing an opportunity to learn the language."

1-1) PROJ. 30275

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IV

GERMAN

Illinois Staats-Zeitung, Jan. 17, 1879.

### SESSION OF THE SCHOOL BOARD

A special session of the School Board was held yesterday; Mr. Wells presided. The following gentlemen were also present: Messrs. Hoyne, English, Jacobs, Pruessing, Stone, Wilhelm Vocke, Brennan, Bartlett, and Frankenthal.

Several unimportant matters were settled. Mr. Pruessing told the meeting that there are 2,140 students of the German language among the pupils of both sexes.

Bartlett made a motion that the estimates of various committees for special teachers be accepted; special instructors for deaf-mutes were included in these estimates.

Stone made a motion to eliminate an appropriation for \$1,500--the amount

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Illinois Staats-Zeitung, Jan. 17, 1879.

required to pay the salary of a special teacher of the German language. Experience has shown that including German in the school curriculum is a mistake. In 1865 the School Board decided to give instruction in German a trial at the Washington School. At that time the German class contained one hundred and fifteen pupils; now the class has decreased to fifty-six pupils. And this is true of the progress of the German language in all schools. In the twelve largest schools, ten years ago, 5,065 children were studying the German language; today these classes have an enrollment of about 1,102.

The speaker then read a part of an article (which he had written) which appeared in the Daily News about a year ago. In this article German instruction is regarded as superfluous, expensive, and useless. In his article Stone concluded that the Germans themselves prefer that the subject be dropped in the schools, because they realize that money spent on this language is wasted.

Bartlett called attention to the fact that Stone's remarks were out of order

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and that only the sanction of the motion could be considered.

Vocke took up the cudgel in behalf of German and said that Mr. Stone could hardly prove his assertions. He said that the German taxpayers, without exception, want their children to learn the German language; he said that he, himself would teach German to his children--or have them taught--because knowledge of another language besides one's native tongue is desirable and advantageous. A general education requires that one be familiar with at least two languages, to provide a comparison by which one may acquire an adequate understanding of expressions. The speaker then cited the importance of studying German and showed the necessity of studying this language in conjunction with English.

The limited success of the teaching of the German language in Chicago can only be blamed upon the restrictions which were placed on the School Board committee.

Illinois Staats-Zeitung, Jan. 17, 1879.

If Vocke's proposals had been accepted, better results would soon have been apparent.

Pruessing then added that Mr. Stone had made no reference to the children who study German in the elementary schools. The number of these students is also reduced, because the School Board passed a resolution that German shall not be taught at a public school unless one hundred and fifty parents request this subject by petition.

English, offering a substitute measure for Stone's motion, asked that all appropriations for German instruction, drawing, and music be dropped; he added that it is necessary to provide a general education before spending money for special branches.

Jacobs expressed similar views.....A vote killed the substitute measure of English.

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Illinois Staats-Zeitung, Jan. 17, 1879.

Stone's motion was then voted upon, and the motion was defeated seven--Hoyne, English, Pruessing, Vocke, Bartlett, Frankenthal and President Wells--to two--Jacobs and Stone.

Thereafter.....bickering followed on the subject of appropriations for special branches.....

WPA (ILL.) PROJ. 30275

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GERMAN

Illinois Staats-Zeitung, March 26, 1878

THE GERMAN LANGUAGE IN THE PUBLIC SCHOOLS  
A STATEMENT

WPA (ILL) PROJ. 50275

To the Editor of the Illinois Staats-Zeitung!  
March 26, 1878.

The German language was taught in all primary and high schools of Chicago, instituted by the educational program of the Board of Education, until June 1876, when a decision of the same Board of Education left the teaching of German to the children, to the free will of the parents. In spite of this decision the number of pupils of German learning was 2098 in June of last year, and rose in March of this year to 2193 pupils.

We owe this result to the untiring efforts of the Committee for German Instruction, which had to fight a powerful propaganda of English-American newspapers which were against the teaching of foreign languages, particularly German. It is up to the alertness of all Germans and German-Americans to fight for the German mother tongue and support the hard task of the German Committee (for German instruction) in every direction.

Signed: Ernst Prussing



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IV

Illinois Staats-Zeitung, July 11, 1877

## TEACHING OF GERMAN IN PUBLIC SCHOOLS

GERMAN



The appointment of a superintendent for the German language in public schools shall be decided tomorrow. It is strange that the election of teachers for special subjects does not take place at the same time with the election of other teachers, and that Mr. Schoninger's proposal to re-elect Miss Regina Schauer, who enjoys a splendid reputation has been postponed....

A story is in circulation according to which Mr. Ernst Prussing and the insane Haring Rodney Welch of the Times formed an offensive and defensive alliance by which Welch declared himself willing to support Prussing in all of his movements to eliminate the words "God" and "Christianity" from the school's text-books and he (Prussing) in turn pledged himself to Welch and the Tribune to eliminate the German language from public schools at the earliest possible moment, but until then will endorse Mrs. Cornienti (Welch's sister-in-law) as a German teacher. It is almost impossible to believe this story, although Mr. Prussing is well known for his atheistic inclinations and could be well compared to the



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rudeness and harshness of the infallibility of the raging Puritans. But that he would be willing to sacrifice the German instruction in public schools, for the sake of his religion, which has been added at the cost of intense efforts as one of the subjects in public schools, seems really impossible. One thing is certain, this is the opposition of Prussing against the re-election of Miss Regina Schauer, insisting that Miss Schauer has not the adequate knowledge to fill this position satisfactorily. But this assertion is not at all in accordance with the observations made by other German members of the School Board. In search for the truth we interviewed Messrs Dr. Bluthardt, Washington Hesing, John C. Richberg and Adolph Schoninger, all of whom speak highly of Miss Schauer's ability, praise her energy, diligence and excellent discipline not omitting the fact, that the pupils who took German in public schools made remarkable progress during the last few years while under the direction of Miss Schauer.

This opinion is shared by a large number of the best German teachers...But where does Mr. Prussing get all his information from? Did he personally attend



Illinois Staats-Zeitung, July 11, 1877

her classes to make this sort of accusations? If he did he must have changed greatly and must take his duty much more seriously since his re-election than formerly, as member of the School Board.

It was notorious that although President of the Committee for teaching German, he never was present at any German class instruction, not even at examinations but spent all of his time in activities of denouncing the dear Lord whom he would have liked to eliminate from school books. If he did change, which would be greatly desirable, it is unknown to us. He never showed any interest in investigating the ability of the teachers or the progress of the pupils studying German, but with one exception, the visit to the district high school of the North Side....

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Illinois Staats Zeitung, Dec. 28, 1876.

GERMAN



[A NEW SCHOOL BOARD RULING]

The school board made an important decision yesterday, by abolishing the regulation, according to which pupils were obliged to pursue the entire course once they had taken up a subject. This applies to the courses in German, drawing and music. Now they may drop these subjects any time after having taken them up. This is mostly aimed against the teaching of German. The teaching of these subjects will suffer greatly in efficiency following this change in regulations.

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GERMAN

Illinois Staats-Zeitung, August 14, 1876

WPA (ILL) PROJ. 302/5

### GERMAN INSTRUCTION

To the Editor of the Illinois Staats-Zeitung.

In yesterday's Westen (Sunday edition of the Illinois Staats-Zeitung) you gave us the information that in the last meeting of the Board of Education Mr. Covert made the proposal to do away with German instruction with the addition: - Characteristically the motion came right after the protest from the German-American Republican Society had been received.

For those who so far did not believe your communications and information about this matter, this should be a sign, and I hope the last one, of how consistently and ruthlessly those gentlemen pursue their aim! There is only one weapon left: many votes and a clever, honest deal in votes (stimmenschacher). In the last meeting of the Board of Education, evidence enough was produced that German instruction hangs on a thread. Only one vote more or less might overnight give it the death blow. He who is sincerely concerned about this matter, will realize quickly, that this is not the time to toss, nor for

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Illinois Staats-Zeitung, August 14, 1876

WPA (ILL) PROJ. 30275

uncertain, experiments, but that the entire German public should be glad about the present composition of the Board of Education and about its representatives.

For changes, that possibly may be desirable, there will be more occasions in future.

Signed,

S.

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GERMAN

Der Westen, Aug. 13, 1876.

WPA (ILL.) PROJ. 3027\*

### GERMAN INSTRUCTION IN THE SCHOOLS.

Yesterday's proceedings at the Board of Education revealed, that a motion was made by Mr. Covert to completely eliminate German instruction from the public schools. Occasion to that motion was given by the proposed reappointment of Miss Regina Schauer as superintendent of German instruction. Her reinstatement is not favored by several, even by some who are well disposed toward German instruction, because until the return of better times this office can be dispensed with. The motion of Covert followed, after Miss Schauer had received a majority, but not the required absolute majority. The same motion will probably be made again next Wednesday.



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GERMAN



Illinois Staats Zeitung, May 5, 1876.

### GERMAN IN THE SCHOOLS.

Since the teaching of German has moved in the public schools from the lowest grades up to highest; since it has become obligatory for students who have once taken it up; and since it has been grouped under one departmental head, it has produced results beyond the fondest expectations. The number of children of English speaking parents enrolled in the German classes is constantly increasing and proves that the study of German is considered to be of practical and cultural value as well.

The school board has until now given almost unanimous recognition to the value of the teaching of German. The bitter hatred against everything German, as it has manifested itself in the school board of the Irish-American city New York, has until now not been noticed here.

Illinois Staats Zeitung, May 5, 1876.

We say until now, but national hatred is an hypocritic beast, which like a snake seems to be stiff and lifeless, to strike suddenly and uncover its poisonous fangs.

It is the Chicago Times which tries to awaken here this hatred against everything German, even among the English speaking members of the school board. Yes we hear, that among the English members of the school board, an opinion is taking shape to abolish the position of German departmental head.

Should a majority of the school board become a tool of the infamous story of the Times, the German speaking citizens would accept the challenge. From the German members of the school board we expect a fight for the retention of the German language under the present conditions.

Illinois Staats Zeitung, May 5, 1876.

The well being of no other American city depends as much as Chicago on the solidarity of its citizens from different nationalities. The political party system of this city has proved that Germans look for friends preferably among the Anglo-Americans. But should the Germans be attacked from the American side, they would not hesitate to counter-attack with all their power.

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Der Westen (Sunday Edition of Illinois Staats-Zeitung),  
Mar. 13, 1876.

GERMAN



### GERMAN INSTRUCTION IN THE PUBLIC SCHOOLS

How in yesterday's negotiation of the Board of Education it was visible, that shortly before midnight a proposal was made by Mr. Covert to abolish German instruction entirely from the list of the instruction shelf. The application for reappointment of Miss Regina Schaner gave the cause to this. This from a few otherwise in favor of German instruction was not approved because they think that under present conditions until better times arrive, this appointment would be unnecessary. Covert's proposal was successful, after Miss Schaner received the plurality of the votes of those present, but not received the absolute majority (due to this late hour six members had left for home), but was called out of order for the time being.

Next Wednesday it probably will come to a vote again. The motion came right after a protest was received from the German-American Republican Society.

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GERMAN

Illinois Staats-Zeitung, Mar. 23, 1875.

## THE GERMAN LANGUAGE IN THE PUBLIC SCHOOLS

(Editorial)

The Germans of the city of New York held a great mass meeting on March 18, for the purpose of protesting against the intention of the school board of that city to ban the instruction of German from the public schools. Many good reasons for retaining the instruction of German were advanced in this meeting, and not only by Germans, but also, orally and in writing, by some members of the English Language Society. It was pointed out that studying two languages at the same time exercises the power to think; that a constant comparison of two languages not only sharpens the mind, but also increases the ability to use the mother tongue; that a knowledge of the German language aids young people to attain success in business, etc.

That is all true; but we should not forget that the question is chiefly one of power. If the German citizens who are members of the German Language Society are strong enough to force recognition of themselves as a determining factor

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GERMAN

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Illinois Staats-Zeitung, Mar. 23, 1875.

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I C      in public affairs, the excellent reasons mentioned above, for maintaining or introducing the instruction in German, will be convincing; otherwise all efforts will be in vain.

All the theories which were advanced in favor of teaching German in the public schools of the country thirty years ago, are still valid. Would anyone, however, have proposed that German be made a branch of study in public schools at that time, when Americans of English or Irish descent respected the Germans no more than the Chinese are respected in California today? At that time the Germans in the United States were utterly impotent, but now they are a power in the land. It is as such that we demand equality for the language with which we have endowed the unfinished American character. It is by that power that they will obtain recognition of this equality, wherever such recognition can be obtained.

"Here I am, and here I shall stay," wrote MacMahon, after he had forced his way into the Tower of Malakoff. Thus we members of the German Language Society

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GERMAN

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Illinois Staats-Zeitung, Mar. 23, 1875.

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I C declare emphatically: "Here we are, and we shall stay here. We shall preserve our German language, our German ideas, and our German customs. We appreciate, and are willing to assimilate those native habits and usages that appear to be good and sensible; but we are determined to insist upon our right to equal participation in the formation of the national American character. We are well aware that our endeavors will meet with opposition. Uniting members of various nations into a new nation was always difficult, as we can see from history, and we are prepared to meet the issue. We shall gladly face all opponents, endure their ridicule and their sneers, as German character and customs gradually assert themselves and become American national characteristics. Patience and perseverance have always been among the most noteworthy virtues of Germans; they were chiefly responsible for Germany's success in every phase of human endeavor; and they will force recognition of their right to equality, not only locally, but everywhere in America."

It is argued, and not without good reason, that the study of a foreign language will prove to be useful and advantageous even to children of the members of the

WPA (ILL.) PROJ. 30275



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I C English Language Society. However, the objection is raised that the study of a foreign language, even though it may be profitable, is beyond the scope and sphere of elementary schools, the purpose of which is to instruct only in the fundamentals of education, and that in the language of the country; and that the study of a foreign language should be confined to high schools or private schools.

That is the opinion of the local Chicago Times. This publication points to Alsace-Lorraine, where the German Government has excluded the study of the French language from those public schools which correspond to our elementary schools. However, we do not agree with the premises on which our opponents base their argument. That is, we deny that the German language is a foreign language in America. No law of the country demands that a person who desires to become a citizen and a taxpayer, forego the privilege of using his mother tongue. The citizens who are members of the German Language Society are equally as good citizens (frequently, much better) of America, as the members of the English Language Society.

Illinois Staats-Zeitung, Mar. 23, 1875.

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GERMAN

Illinois Staats-Zeitung, Mar. 23, 1875.

I C      Thus the German language is one of the languages of the country, and, as far as the extent of its use is concerned, is second only to the English language. For this reason, and not because it is profitable to know another language, the German Language Society demands that German be taught in our public schools, which are maintained, in part, by the taxes which are paid by German-American citizens. But the enforcement of this demand depends upon power. Good will, and the opinion of educated Anglo-Americans may be of some assistance; however, respectful consideration for the strength of German votes is the principal thing. If that is lacking, all theoretical arguments will be in vain. [Translator's note: It was very difficult to translate this article, because the author uses many self-coined compound words.]

WPA (ILL.) PROJ. 30275



Illinois Staats Zeitung, Aug. 24, 1874.

REPORT OF THE GERMAN COMMITTEE OF THE BOARD OF EDUCATION.

To the Board of Education.

Gentlemen:

Your committee for the teaching of German wishes to hand you the following report for the year 1873-74 .

Last year the committee made two important recommendations, namely that the teaching in German should be organized gradually and that a superintendent should be appointed for German instruction. During the last year the Board of Education realized the necessity for these recommendations, The office of superintendent of German instruction was created, and Miss Regina Schauer, who at the Haven school had revealed remarkable teaching ability, was appointed to this position. A systematic course for the teaching of German has been worked out. It is to be found in the report of school superintendent Pickar. The committee has strictly adhered to the rule that candidates for German teaching positions must be as proficient in English as in German.

The table below will be of interest as it shows that the children of all nationalities



GERMAN

Illinois Staats Zeitung, Aug. 24, 1874.

participate at the German classes.

John C. Richberg  
T. J. Bluthardt  
John Johnston, Jr.

<u>Schools</u>	<u>Teacher</u>	<u>Students born in the U. S.</u>	<u>Born in Germany</u>	<u>Born in Scandi- navian Countries</u>	<u>Born in other countries.</u>
Scammon	Emma Smith	382	4	5	40
Kinzie	M. D. Busse	179	6	-	6
Franklin	A. H. Achert	246	16	5	6
Washington	A. Spicharz	139	6	16	9
Moseley	P. M. Reed	151	1	-	4
Ogden	M. Smith	164	3	-	14
Newberry	E. A. Gosan	267	29	-	4
Wells	M. Foster	132	23	6	6



GERMAN

Illinois Staats Zeitung, Aug. 24, 1874.

<u>Schools</u>	<u>Teacher</u>	<u>Students born in the U. S.</u>	<u>Born in Germany</u>	<u>Born in Scan- dinavian countries</u>	<u>Born in other countries</u>
Skinner	M. J. Stein- meyer	138	1	-	1
Haven	R. W. Schauer	136	2	3	4
Cottage	J. von der				
Grove	Hoehl	138	3	4	13
Carpenter	E. Hattermann	129	10	14	11
Lincoln		212	--	-	6
		<u>2413</u>	<u>104</u>	<u>53</u>	<u>124</u>

I A 1 bIllinois Staats Zeitung, Nov. 11, 1873.

WPA (ILL) PROJ. 30275

GERMAN INSTRUCTION IN THE  
PUBLIC SCHOOLS.

We publish here a report from the school board for the past year. During the school year ending June 28, 1872, 2,353 pupils received German instruction in eight district schools. At the beginning of the school year, June 20, 1873, German instruction was continued in these eight schools and was taken up in two new schools, the Scannon and the Skinner. Immediately after the reconstruction of the Franklin, Ogden and Kinzie Schools, the German instruction was resumed there. The following table (furnished by the lady teachers) contains a few statistical statements concerning the German instruction:

<u>Schools</u>	<u>Number of Registered Student</u>	<u>Average School Number</u>	<u>Born in U. S.</u>	<u>From German Parents.</u>
Lincoln	218	193	212	83
Newberry	334	264	288	232
Franklin	393	348	266	195

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Illinois Students Requiring, Nov. 11, 1873.

WPA (ILL) REF. 30274

<u>Schools</u>	<u>Number of Registered Student</u>	<u>Average School Number</u>	<u>Born in U. S.</u>	<u>From German Parents.</u>
Ogden	271	339	190	135
Finzie	191	168	182	82
Wells	303	250	226	175
Skinner	227	197	221	62
Washington	269	178	159	45
Scammon	580	510	445	184
Carpenter	226	118	165	104
Haven	256	213	214	148
Cosely	250	211	214	68
Cottage Grove	186	145	119	12
Total	3,721	3,254	3,009	1,525

This table shows, that in the District schools, in which German instruction is now given, the number of pupils has risen from 1,359 to 3,724, of whom 1,525 are



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Illinois at St. Louis, Nov. 11, 1873.

WPA (ILL) PROJ. 30278

of German descent, while 2,199 are not Germans.

German instruction was a subject of great interest in every school and the women teachers are responsible for the enthusiasm which the students have for the German language.

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GERMAN

Illinois Staats Zeitung, Aug. 13, 1873.

WPA (ILL) PROC 30275

LACK OF GERMAN LADY TEACHERS.

At yesterday's examination **for** teachers of German, there were only three women candidates. All three failed to pass the examination.

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GERMAN



Illinois Staats Zeitung, July 10, 1873.

#### THE APPOINTMENTS TO THE SCHOOLBOARD.

The Chicago Union asserted in an article yesterday, that the Germans are entitled to at least three representatives in the school board, and, that before the school board confirms the nominations of the mayor, another German candidate besides Jussen and Vocke should be chosen. There would be no objection to that, if the Union had not overlooked, as it seems to have done, purposely, the fact that the Germans have on the school board, in the person of John C. Richberg, a friend and a representative. If he is confirmed, as it is to be hoped, the Germans will indeed be satisfied. Everybody knows that it due to Mr. Richberg, that the efforts of Goggin to abolish German instruction have failed so far. Besides it would be a disadvantage, to Jusse and Vocke, if they did not find among the old members one who is acquainted with the German instruction problem, and who knows its friends and enemies on the school board. Now, that the mayor has not reappointed either Mr. Prussing nor Mr. Hesing, the first, because his presence on the school board was undesirable, and the second for reasons of political hatred, it is imperative, that Mr. Richberg be reappointed, because otherwise no one from the German committee would be remaining on the school board. We thus hope that the city council will confirm the reappointment of Mr. Richberg and keep on the school board a true friend of the Germans.

GERMAN INSTRUCTION IN THE PUBLIC SCHOOLS

The German instruction in the public schools, yesterday caused a most unpleasant debate by the school board, Mr. Prussing, probably to refute the lack of zeal he was reproached with, made a motion to make German obligatory for all those who had started it, and to appoint a superintendent for German instruction. Mr. Prussing knew that the majority of the school board was opposed to such regulations, and on account of that, such a motion only courted disaster. By a hairs breadth the motion of Goggin would have passed, suppressing German instruction altogether. An adjournment motion made by Mr. Richberg, prevented such an unfortunate outcome of Mr. Prussing's motion.

Illinois Staats Zeitung, June 17, 1873.

WPA (ILL) PROJ 30275

**THE GERMAN INSTRUCTION IN THE  
PUBLIC SCHOOLS.**

"To the Editor. In your paper of the 14th of this month several fathers of families from the North Side have expressed their surprise, that the undersigned should have voted, 'Against the committee report for obligatory German school instruction'. I would like to ask those fathers to follow the actions of the school board a little more closely. It is evident to me, that actually the majority of the school board is inimical to German instruction. Private association with each of the members is required, before any success can be gained. It is hard work to win friends for the new cause. But the tender resolutions, the rejection of which can be foreseen, does not seem to be justified. By voting with the majority against the amendment, I reserved to myself the right to submit the matter to the voters again when circumstances are more favorable. For that reason alone I voted against the amendment.

Respectfully

Ernst Prussing."

Illinois Staats Zeitung, Apr. 30, 1873.

WPA (ILL.) PROJ. 30275

### THE GERMAN INSTRUCTION IN THE PUBLIC SCHOOLS.

At yesterday's meeting of the Board of Education, Mr. Richberg and Mr. Hesing handed in the following report. To the Board of Education: Last year the Committee on German Instruction recommended a change in the teaching of German. On Sept. 3rd, the committee suggested the following changes:

1. That the course should last at least three years.
2. That in order to advance to a higher class, a pupil must pass an examination in German, as well as in the other subjects.
3. That pupils who once have started a course in German, must continue it.

These reports were ordered to be printed. But seven months have gone by and nothing has happened as yet. As it is absolutely necessary to introduce some changes at the beginning of the coming school year, we have visited all the schools where German is taught and have consulted all the German teachers. We must acknowledge here that the Superintendent has given us plans and outlines which we have incorporated in this report.

Illinois Staats Zeitung, Apr. 30, 1873.

WPA (ILL.) PROJ. 30275

German is studied in this country, especially in the West for practical purposes. Since German is a living language it should not be taught in the same way as a dead language is taught. Here can be found the main error in the teaching of all living foreign languages; too much book knowledge, and too little practical acquaintance with the spirit of a language.

Thus arises the question, how can the teaching of German be made beneficial? Actually we have no method, no course. Each teacher, uses his own method, his own book. Cincinnati and St. Louis have solved this problem by having a superintendent for the German instruction.

Another question is, if the introduction of German in the sixth and seventh grades is to be recommended? The children are too young to benefit by it and the work of the teachers is in vain.

Also the study of German should be made obligatory, that is, once a student has taken up German, he should be obliged to keep it up.

We further add a few considerations regarding the teaching of German in three of our city schools: Newberry school, where the population is almost entirely



Illinois Staats Zeitung, Apr. 30, 1873.

WPA (ILL) PROJ. 30275

German, the Haven school where there are few Germans and the Scammon school where the population is evenly divided.

School	Number of Students	German Parents	Number of Stu- dents in first 3 grades learning German.	German Parents	Total Number of pupils in the first 3 grades.	Average Time of Weekly Instruction.
Newberry	297	208	18	15	65	$2\frac{1}{2}$
Scammon	525	175	70	23	85	$1\frac{1}{2}$
Haven	292	118	104	40	210	$1\frac{3}{4}$

We thus find here two schools in which teachers are supposed to teach once daily three hundred children. In spite of that the results are very satisfactory. The teacher in the Scammon school has 525 students, while the English teacher has never more than sixty students. In the higher grades, in which there are 175 pupils, they have only ninety minutes of German per week.

We recommend that German become a four year course, starting with the fourth grade.

Illinois Staats Zeitung, Apr. 30, 1873.

WPA (ILL.) PROJ 30278

**1st Year:** Speaking and writing.

**2nd Year:** Reading and translating.

**3rd Year:** Further reading and translating.

**4th Year:** Reading, translating and grammar.

Illinois Staats Zeitung, March 11, 1873.

WPA (ILL) PROJ 302

### THE GERMANS AND THE PUBLIC SCHOOLS

Since the question of teaching German is coming up soon at the meeting of the Board of Education, it is well to forestall the accusations of some English papers such as the Times, which declares that German teaching benefits only a small portion of the children.

According to the Board of Education, 38,035 children attended school last year. How many of them were children of German parents it is impossible to determine. About 1,600 of them were born in German speaking countries. There are, according to the Board of Education, 14,292 children on the North Side in ward 16, 17 and 18. In the North Side Public schools there is room for only 4,226 children. Thus over 10,000 Children in three strong German wards would remain without schooling. Those children now attend parish and private schools. The Lutherans Methodists, Catholics, all have their own schools. Each child attending these schools has to pay a school fee from \$8 to \$10. A proof that most of the Germans do not benefit from the money they pay for school taxes.

But the German children are not the only ones to enjoy the benefits of the German teaching to the report from June 30th, 1871, we find that of 4,553

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GERMAN

Illinois Staats Zeitung, March 11, 1873.

WPA (ILL.) PROJ. 30275

pupils who had registered for German, 173 were born in Germany, 245 were born in other foreign countries, 1,694 were born here of German parents, 1,406 born here of American parents and 699 born here of Scandinavian parents. So that of the 4,553 pupils registered for German only 1,867 were children of German parents. At the high school out of 130 Students registered for German, only 8 were of German parentage while 105 had American parents.



Illinois Staats Zeitung, March 3, 1873.

## THE GERMAN LANGUAGE IN THE PUBLIC SCHOOLS

The Chicago Times in its yesterday's edition made once more a violent attack against the teaching of the German language in the public schools. This is nothing new. This paper which in each of its editions is the organ of the worst criminal element, which sings moral songs as "Mephistopheles" in order to better deceive its readers; which published all the addresses of gambling and prostitution houses; this hatred is like the one which makes an uneducated man hate that which he does not know. On the entire editorial staff of the Times there is not one who understands as much German as a fourteen year old German college boy understands of English.

The Times declares that it is not proper to teach a foreign language in a school supported by an American State. The answer to that is; that the German language is no foreign language but is one of the authorized languages of the country. And the American State consists of citizens speaking different languages of which the German language is one of the most important. They are entitled to their German language as much as a Frenchman living in Metz is to the French language, or rather more so, as they have not become members of the American State through force. Furthermore Germans do not want their children

GERMAN



Illinois Staats Zeitung, March 3, 1873

to learn only German. On the contrary they insist that they should know English as well as do children of English parents. We refuse to answer all the insults of the Times. In conclusion we merely wish to state that Germans coming to this country forswear their German allegiance but not their German nationality, customs or language.



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GERMAN

Illinois Staats Zeitung, November 18, 1872.

**GERMAN LANGUAGE TEACHERS WANTED**

There are five or six vacancies in the public schools for teachers of the German language. The examination committee holds a meeting, today, at 10 A.M. and will accept applications. The prospects for applicants are favorable as there is a dearth of German teachers.



Illinois Staats Zeitung, July 16, 1872.

WPA (ILL.) PROJ. 30275

### GERMAN INSTRUCTION IN THE PUBLIC SCHOOLS

Instruction in German is now given in all the schools which were not burned and where German instruction was given before the fire. No fewer than 2,359 pupils in 8 schools are receiving German instruction.

These schools are: Washington School 182; Carpenter 328; Wells 298; Moseley 282; Cottage Grove 187; Haven 35-; Lincoln 380; Newberry 352. Of these 2,359 children, 1,070 are boys and 1,289 are girls. In the Ogden, Kinzie, Franklin and La Salle Schools, which are now under construction, German instruction will be taken up again.

As a matter of trial, when German instruction was introduced in the Washington School one hundred and sixty five students registered for German instruction in 1865. At the end of the school year in 1870, Two thousand, five hundred and ninety seven children took part in German instruction; by the end of the school year in 1871 their number had reached four thousand, five hundred thirty three.

To justify the German instruction, Mr. Harris, Superintendent of the School System in St. Louis says:-

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GERMAN

Illinois Staats Zeitung, July 16, 1872.

WPA FILE PROJ. 30275

"Even on account of national reasons, German should be taught compulsorily in the public schools. Assimilation of all nationalities to form an American nation is the aim to be reached. Should the Germans be excluded from the public schools, they would be obliged to open their own schools and this would retard the process of amalgamation."

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Illinois Staats-Zeitung, Feb. 7, 1872.



GERMAN

GERMAN LANGUAGE TAUGHT IN FREE SCHOOLS AGAIN

The German language is from now on to be again a subject of instruction in those schools where it was taught before the great fire. Nine women teachers are to start again their work. The debate that extended over several sessions of the City Council showed that no member was opposed to the teaching of German on principle. Thousands of German children now have to learn to read and to write German in free schools, or have to renounce it altogether, because so many community and private schools exist no longer since the great fire.

Let us hope that the school Board will take these circumstances into account.

Illinois Staats Zeitung, Oct. 3, 1871.

THE GERMAN-AMERICAN SCHOOL SYSTEM

If one wants to have good pupils, one first must have good teachers. This fact the gentlemen of the School Board don't seem to have yet understood. They do not say, that in order to have good pupils one must have good women-teachers, but they show through their actions that they are deeply convinced of the truth of this statement. We surely do not belong to those who would deny to women the ability of teaching. We are even convinced that for schools for the smallest children (Kleinkinderschulen) a good woman teacher is to be preferred to a good male teacher. But if one asserts, as the Superintendent has done, that the women have shown themselves better teachers of the German language than the men, one must have selected intentionally, or from ignorance, the worst men teachers.

In today's session of the School Board, the Committee for the German Language is scheduled to give its report on the examinations of women-teachers. The German-American School Society of Chicago is going to present a petition in which it will be explained at length why men also should be admitted to the examinations, respectively why they should have a chance to be appointed as teachers of German.

Illinois Staats Zeitung, October 3, 1871.

We hope that this time the Committee for German instruction - the Messrs. Wunsche, Richberg, and Schintz will fight on the side of reason. Mr. Schintz who could adduce like no one else, the most convincing proofs for the appointment of German men-teachers, unfortunately is (as he is said to have expressed himself) to intensely occupied with his own practical future that it is quite impossible for him to think of his pedagogical present.

The question of money, with which one counters our argument, should not be considered, quite aside from the fact that the men-teachers offer to teach for the same salary as the women. The German language, at present, is being taught in the public schools almost in the same way as one teaches a dead language, the poor students are being badgered with vocabulary and spelling, but of the spirit and the individuality of the language, they hear nothing. And it is a question if this system could not be changed by the appointment of some able German men-teachers. We are inclined to answer in the affirmative.

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Illinois Staats-Zeitung, July 21, 1871.

GERMAN

ANTI-GERMAN NATIVISM



In its bitter hatred against everything German, the Chicago Times once more attacks German instruction in the public schools.

English, the Times says, is the language of the country and only this should the young be taught. We simply deny that English is the language of the country. It is one of the languages of the country that is recognized as official because it is the native language of a majority of the inhabitants. And that is all! For more than a million of American citizens German is the native language; for some hundreds of thousands, French; for tens of thousands, Norwegian or Swedish. All these languages have their good right on the side of English. The United States are not a part of England. It is true that in the course of time the numerically weakest nationalities have dissolved into the by far stronger English, but that does not mean that all other nationalities must follow the same course. The Germans at any rate will not do so. Their co-nationals have had a great part in the original settlement of the country; Germans have populated Pennsylvania and the Mohawk Valley possibly before the ancestors of Wilbur F. Storey had emigrated from England. If they were all living together in one state, like the Italians in Switzerland in the Canton of Tessin, then even the most hidebound Anglo-Celt would not think of disputing the designation of German as one of the American languages of the



country.

The Times says, "When King William would promulgate his Decrees in English, and when English would be taught in the public schools in Germany, then the time would have come to teach German in American schools." The first part of the comparison is in error in so far as nobody demands that the official language of the United States should be German. As regards the second, the Times may be interested to know that in the public schools of the provinces of Posen and of Prussia, Polish is being taught (besides German); and in those of Northern Schleswig, Danish. In Alsace, for almost a century, German was taught under the French rule. That did not prevent the Alsatians from being very good and faithful citizens of France - and so the German speaking Americans will be all the better citizens of the Republic when their native language is recognized as one of the lawful languages of the country.



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Illinois Staats-Zeitung, Mar. 2, 1871.



GERMAN

[SOME BILLS INTRODUCED AT SPRINGFIELD]

Correspondence from Springfield. Senator Woodard introduced into the education committee of both houses a bill proposing that German shall be taught in public schools only when a majority of the pupils demands it. (This measure would only affect Chicago, and perhaps Belleville and Nascoutah in Southern Illinois where German instruction has been introduced. In Chicago the practice exists of introducing German on a motion of the parents of 150 children (formerly only 50), and after such a motion German introduction becomes only optional for the pupils. One of the German members of the Committee strongly opposed Woodard's motion, declared it necessary to introduce German into all the schools and finally moves to leave the decision about German instruction to the school principals. Amendment adopted after long discussion by a 5-4 vote. Question bound to come up again in the Legislature.

One of the leaders of the Democratic party in the house, Springer, has introduced a bill to exclude German from all the free schools. It throws the hatred of the Democrats against the Germans, the cause of their defeat (in the Civil War). Any teacher of a free school who teaches any subject that is not authorized shall lose his salary. This bill has no chance of being accepted, but is characteristic.

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Illinois Staats-Zeitung, Jan. 4, 1871.

GERMAN



[LINCOLN SCHOOL NEEDS A TEACHER]

Schintz of the Committee for German Instruction proposes at a Board of Education meeting to appoint a German teacher for the Lincoln School as the parents of 230 pupils have asked for instruction in German.

WPA (ILL.) PROJ. 30275

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GERMAN

ILLINOIS STAATS ZEITUNG, January 2nd, 1871.

[GERMAN INSTRUCTION IN PUBLIC SCHOOLS]

Extensive article about German instruction in public schools. (Mentions another article on the same topic that included statistical material and was recently published.)

German teaching personnel consists of about a dozen women teachers. In St. Louis and Cincinnati number of German teachers three times higher, also number of children taking German considerably larger. In St. Louis German is a special study of the German children- in Chicago the instruction is calculated to profit both German and American children. In St. Louis children are taken into a separate room for German instruction. Children of various grades are divided into German classes according to their knowledge of German. The disadvantage of this system lies in the fact that the German children become separated from their American fellow pupils, and that the American children do not take German. In Chicago, the German teachers alternate from grade to grade, spending half an hour with each class. One Committee for Instruction in German of the Board of Education, wants German instruction to be an essential part of the schools.

I A 1 bGERMANILLINOIS STAATS ZEITUNG, January 2nd, 1871.

Miss Morch in the Haven School (Wabash near 15, an aristocratic section) teaches German to 425 children of which only 50 are German (15 are "Irish or Colored") Miss Malwina Forster has Kinzie School, Ohio and La Salle, 320 children taking German, less than half of whom are Germans. Miss Anna A. Achert, Franklin School, Division & Sedgwick Streets, 330; Miss Caroline Mc Fee, Washington School, (Indiana and Sangamon) 303; Marie L. W. Mc Clintock, Moseley School, 24th Street, 350; E. M. von Horn, Wells School, Reuben and Cornelia, 400; E. M. Alfeld, Skinner School, Jackson and Aberdeen, 210 of which all but 15 are Americans. Olivia M. Olson, Cottage Grove, Douglas Place, 118; (none of whom are Germans) Virginia von Horn, Carpenter, 2nd and Center Avenue, 406, (hardly a third German) Amanda Gimbel, LaSalle Primary, North of North Avenue, 450; Mathilde Kaun, Scammon, Madison near Halsted, 400, among them 100 Irish boys and girls.

These statistics show that the idea of the Committee to win the Americans through their own children for "das Deutsche" (may be translated "The German language") as the German Cause,") has been proven right. The Committee seems to have thought that in the measure in which the German instruction lost its position of separate-ness, <sup>may</sup> measure the resistance against it will cease. Only in one School (Skinner) one of the teachers is hostile to the German instruction, and his influence

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GERMAN

ILLINOIS STAATS ZEITUNG, January 2nd, 1871.

is so patent that no less than 40 pupils who had begun gave up German.

German instruction in Chicago is not so well organized as in St. Louis. There one has a German "director" (Superintendent) who stands in the same relationship to the German teachers as the English "directors" to the English teachers. Here in Chicago, the work of the director of the German teachers lies on the hands of the Committee, and the Messrs. Schintz, Richberg and Wunsche are business men who cannot be as efficient as an especially appointed German director.

Of the 20,000 pupils in Chicago, Public Schools, 3654 take German. A year ago only 1114 did.

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Illinois Staats-Zeitung, July 4, 1867.

BOARD OF EDUCATION [HOLDS MEETING]

WPA 100-100-100

The regular meeting of the Board was held on Tuesday evening. The following members were present: Avery, Ballantyne, Bond, Bonfield, Brentano, Briggs, Clark, Dreier, Foster, Guilford, Leavitt, Runyan; Ryder, and Tinkham. We shall confine our report to the minutes on instruction in the German language.

Inspector Dreier reported that in 1865 the German language was introduced into the regular curriculum of the Washington School. The results were so gratifying that the Board decided on July 12, 1866 to make instruction in German a part of the curriculums in the Wells, Franklin, Moseley, and Newberry schools. One hundred and forty of the high school students took the German course, and of these only fifteen were of German parentage. Many of the pupils of the upper class do reading, spelling, writing, and translating, and most of them are making good progress. Those who lose interest after having received instruction for a specified time are



Illinois Staats-Zeitung, July 4, 1867.

transferred to the regular course.

In the Moseley School, which is attended exclusively by children of American parentage, a hundred and thirty pupils are studying German under Miss McClintock. In the Franklin School, a hundred and fifty pupils are instructed in German by Miss Achort. In the Wells School, Miss Guenther teaches German to a hundred and fifty children. In the Newberry School, Miss Bockme has a hundred and fifty "German" pupils.

The Board decided that instructors in German are to attend the teachers' institutes and shall constitute a special section under the supervision of the high school teachers. The report was adopted.

WPA (ILL) PROJ. 36275



Illinois Staats-Zeitung, June 22, 1866.

GERMAN CITIZENS MEET TO DISCUSS INSTRUCTION  
IN GERMAN IN PUBLIC SCHOOLS  
Official Report of Secretary

On Wednesday evening, June 20, a meeting was held at Mr. Klein's saloon, corner of Madison and Jefferson Streets, by Germans who live in the Scammon School district. The purpose of this meeting was to discuss the introduction of German-language instruction into the public schools of the city. The meeting was very well attended, and there was evidence of great interest in this matter which is of vast interest not only to Germans, but also to Americans.

Carl Wippo was elected chairman, and Friedrich Kurz was chosen secretary. After Mr. Wippo had opened the meeting, Mr. L. Brentano took the floor. He explained the purpose of the meeting, and pointed out--for the benefit of the Board of Education--that the legal representatives (parents or guardians) of 150 children living in the Scammon School district had demanded that the German-language be placed on the curriculum of the Scammon School. A very spirited

Illinois Staats-Zeitung, June 22, 1866.

discussion ensued, in which Colonel Rollshausen, Captain Schoninger, Mr. Kurz, and Friedrich Klein took a prominent part. Thereupon the following resolutions were adopted:

"A circular explaining the purpose of the meeting shall be sent to the parents and guardians of the German children living in the district, requesting that they inform the superintendent of the Scammon School concerning the number of children each of them sends to that institution, and that they indicate their willingness to comply with the request by signing the circular.

"The Committee of Seven which was elected at the meeting shall have the duty of compiling a list of the names of all parents and guardians of the district, German as well as American. The members of the Committee are: Friedrich Kurz, C. K. Wippo, W. Droege, Joseph Buechle, Franz Gross, F. H. Rollshausen, and F. Klein.

"That the unselfish and faithful endeavors of L. Brentano and H. Felsenthal,

Illinois Staats-Zeitung, June 22, 1866.

two members of the Chicago Board of Education, who gave unstintingly of their time and talent to attain our object, are gratefully acknowledged."

The Committee agreed upon the following division of work: Joseph Buechle will solicit signatures from parents living in the area between Lake and Fulton Streets; Mr. Droege will canvass the homes located between Lake and Randolph Streets; Mr. Kurz, between Randolph and Washington Streets; Mr. Wippo, between Washington and Madison Streets; Mr. Rollshausen, between Madison and Monroe Streets; Mr. Gross, between Monroe and Adams Streets; and Mr. Klein, south of Adams Street.

After the Committee had agreed on the above arrangements the chairman adjourned the meeting until next Wednesday, June 27, when all citizens of the aforementioned district are invited to hear the Committee report, and then to take further steps to accomplish our aim.

Carl Wippo,  
Johann Kurz.

# **I. ATTITUDES**

## **A. Education**

### **1. Secular**

#### **c. Taxation for Public Schools**



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GERMAN

Abendpost, Dec. 17, 1934.

## EXPANDING THE SCHOOL MANAGEMENT

(Editorial)

Dr. Lyman Bryson, professor of pedagogy at the teachers' seminary of Columbia University, recently declared that the education and training of adults will, in the next ten years, become an essential part of public education. Dr. Bryson is employed at an institution which has for its task the training of teachers of both sexes. One may, therefore, well assume that he has good information on the point. He may perhaps not know how the development may proceed in the next ten years, but he is undoubtedly familiar with the plans of leading persons in the field.

Looking backward over the history of education in this country, one arrives at the reassuring conclusion that Dr. Bryson is quite correct in his prophecy. American education has, in a relatively brief period, developed from the most primitive beginnings to a large-scale undertaking which is assuming colossal

WPA (ILL.) PROJ. 30275

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Abendpost, Dec. 17, 1934.

proportions. The schools of today are by far the most expensive in the world. In most countries, the greatest part of the public revenue is swallowed by the army and navy. Added to this are payments of interest on public debts, the latter having arisen largely from wars. In one word, national defense, and all connected with it, swallows the greatest part of the national income.

It is not that way in the United States. The costs of the army and of the fleet are, as compared with the cost of education, almost negligible. Even the amortization of interest is, compared to the sums spent for training the youth, quite modest. When the war veterans received, in one year, nine hundred millions from the federal treasury, they proved themselves rather timid as compared with the educators of youth. The costs for schools are not particularly conspicuous, because they are not footed by the federal government, but largely by cities and counties.

In most larger cities of America, the situation is now such that the expenditures for schools are considerably higher than the expenditures for all other

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Abendpost, Dec. 17, 1934.

community purposes combined. Of course, the schools are doing something and there are, to be sure, serious-minded educators who adhere to the point of view that the system, as a whole, is a total failure, that it brings up the youth systematically to materialism and to superficiality, and that the grave evils from which American life suffers are attributable to faulty education received in the schools. It is primarily the enormous overcrowding of the teaching program, with all possible and impossible curricula, which is the main cause of the superficiality of our school children. This is exactly what the school politicians have sought for decades. By conducting this fight to its desired end, they finally succeeded in making school administration exceedingly expensive.

This fight was skillfully conducted by the National Educational Association, and the gentlemen from the teachers' seminary of Columbia University rendered valuable service in this connection. Professor Bryson knows, therefore, what he is talking about when he announces a further expansion of the educational program on a colossal scale. It seems that the brave educators have arrived at the

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opinion that they no longer can increase the cost of children's education. That is why they chose adults for their victims. This danger must not be underestimated, because everything is possible with God and the National Educational Association.

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GERMAN

Abendpost, Feb. 5, 1934.

## SCHOOL POLITICIANS AT WORK

(Editorial)

The National Education Association is an organization composed of school politicians. Its avowed objective is to obtain the greatest possible appropriation for school purposes. It has little interest in the disposition of the money. The Association takes the viewpoint that the money must first be appropriated; and that when that has been done a suitable use will soon be found for it. The February issue of the official organ of this Association tells of a widespread agitation for the purpose of eliciting money from the Federal Treasury.

It must be admitted that these school politicians know how to propagandize and to influence Congress, and they are evidently determined to educate the teachers under their influence, in this remunerative act. In the aforementioned issue of their magazine we find the following instructions:

- 1) Write immediately to your congressional representative and to the

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President of the United States and urgently request them to support our public schools.

2) Co-operate with the advisors of the General Committee for the Support of Schools, and with other friends of the school in your state, to influence public opinion on behalf of appropriating money for our schools from the Federal Treasury.

3) Request organizations to which you belong, or in which you hold positions on executive committees to demand that the members of Congress and of the Executive Department appropriate money for our schools from the National Treasury.

4) Report what you have done, or what you intend to do, to the Chairman of the General Committee for the Support of Schools.

5) Act immediately--today! The amount of success depends upon how soon

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and how energetically the organized teachers of our country act to attain the desired goal.

One can easily imagine what an effect such propaganda will have in Washington. The leaders of the Government must gain the impression that the entire country is making strong demands for appropriations for school purposes. Of course that impression would be inaccurate, for an overwhelming majority of our people, especially the much-plagued taxpayers, are urging greater economy in the operation of schools and a decrease in expenditures for educational purposes. What will sound in Washington like the powerful voice of the people will be nothing but the systematic and organized agitation of school politicians.

Now, what do these people really want? They want the Federal Government to appropriate money to pay teachers who work in communities which are not able to pay their teachers promptly, or which are forced to reduce expenditures for educational purposes. Part of the money is to be used to prevent the responsible authorities from carrying out sensible and necessary economic measures, and part

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Abendpost, Feb. 5, 1934.

of it is to be used to help out of their dilemma politicians who are in financial difficulties because of their dishonesty, extravagance, or incompetence.

In other words, this organization with the nice long name is trying to create a widespread and intense agitation with the view of causing the Federal Government to pay a premium on graft, incompetence, and extravagance. Let us hope that the teachers have too much self-respect to help promote such a fraud.

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Illinois Staats Zeitung, Nov. 2, 1892.

### DIVIDING THE SCHOOL FUNDS.

Republican and "Know-Nothing" newspapers accused the Lutherans as well as the Catholics, in former years, of striving to get a share of the public school fund for their parochial schools.

This reproach has practically ceased, as far as the Lutherans are concerned, but continues against the Catholics. It is regrettable that, once in a while, a fanatical Catholic will make some irresponsible remarks, which will occasion such gossip. However, single and stupid fanatics are not the authorized representatives of the Catholic citizens of this country. A highly esteemed bishop, respected by non-Catholics for his brilliant mind and his tolerant attitude, undoubtedly has the right to speak for his fellow-believers. Recently the Republican politician, Harding, accused the Catholic bishops of Illinois of wanting a majority in the State Legislature in order to divide the public school fund.

Bishop Spaulding replied in one of the local newspapers:

"The Catholic bishops of Illinois are not ignorant blockheads. They know very

Illinois Staats Zeitung, Nov. 2, 1892.

well that the State Legislature has no power to divide the public school fund; but they are hoping that a sufficient number of honest and unbiased men will be elected to the State Legislature, to have the unjust and hated Edward Law repealed. This is what we are aiming at, and not at the dividing of the public school fund.

"Mr. Harding need not worry about the financial burden, which the Catholics bear, due to the maintenance of our parochial schools. In reality our present arrangement is less expensive, than sending our children to public schools. The taxes would have to be greatly increased for all citizens, and, therefore, for us also, if we sent our children to public schools. The increase of expenditures would correspond with the increase in scholars."





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Illinois Staats-Zeitung, June 19, 1875.

GERMAN-AMERICAN CATHOLICS

(Editorial)

The Catholic Wahrheitsfreund, (Friend of the Truth), of Cincinnati, once expressed its objection to the agitation carried on by Catholic fanatics; at least that paper definitely condemned the requests of those apostles who demanded certain divisions of the school fund. And the paper reiterates its opinion now, although lately Archbishop Purcell of Cincinnati, in his organ, the Catholic Telegraph, has been renewing the demands for school funds with determined insistence, invoking the authority of the Syllabus. [Translator's note: Syllabus; A document issued by Pope Pius IX, December 8, 1864, condemning eighty current doctrines of the age as heresies.]

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[Translator's note: The omitted paragraphs consist of an excerpt taken from the Wahrheitsfreund, and comments thereon.]

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Illinois Staats-Zeitung, June 19, 1875.

Nevertheless the conduct of the Wahrheitsfreund; its opposition to Catholic agitators and disturbers, deserves recognition. The paper undoubtedly acts in conformance with the attitude of the tremendous majority of German Catholics in the United States, at least, surely, in accordance with that of practically all German Catholics in Chicago, and everyone who is at all familiar with conditions here will concede that the Chicago German Catholics are, completely tolerant and loyal to the country of their adoption.

Any attempt to undermine the interdenominational peace among local Germans would prove farcical. And the new generation of German Catholic is fully steeped in the true, American form of tolerance; the absolute equality of all religious denominations.

**I. ATTITUDES**

**A. Education**

**1. Secular**

**d. Special Endowments**

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GERMAN



Abendpost, April 18, 1908

### GERMAN-AMERICAN NATIONAL UNION

The branch "Chicago" of the German-American National Union, has offered a prize of \$200 to young men who are preparing for the teaching profession, to enable them to visit the German-American National Teachers Seminary in Milwaukee. The conditions are:

The applicants obligate themselves to attend for two years the Normal course of the Seminary. To the competitive examinations will be admitted those who went through a four year high school course successfully, or can show a preparatory education of equal value. Those who received their preparatory education in Germany, must show that their education is equal to the one obtained in a Gymnasium, Real Gymnasium or a Real school. A written examination must be made in the following subjects:

German composition (the applicant has the choice of three themes. English composition (choice of three themes. Translation from English into German.



Abendpost, April 18, 1908

German Grammar. For selection: The History of the Greeks and Romans (in German) or, the History of the United States (in English).

The written exercises begin Sunday, May 16th, from 1 to 5 P:M in the office of the Chicago Branch, No. 912 Schiller Building. The examination lessons are made up and are subject to the revision of the Committee, consisting of Professors Dr. Paul O. Kern and Dr. A. von Noe of the University of Chicago, two Seminary teachers and the Seminary director. The award of the scholarship will be given on the grounds of a report by the executive committee of the branch union. Applications are to be made to:

Paul Haerting, Secretary,  
912 Schiller Building, Chicago.



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Illinois Staats - Zeitung June 21, 1892.

REGARDING THE UNIVERSITY OF CHICAGO

To the editor of the Illinois Staats - Zeitung:

The readers of your paper are well aware of the fact that the beginning has been made of what promises to be, eventually, one of the best universities, one of the outstanding institutions of learning. Who can tell? Perhaps in fifty years it will equal the most famous universities of Europe. And who deserves the credit for this beginning?....

Are there not some among the German millionaires, who feel prompted to follow the splendid example of M. Field, Cobb, Ryerson, and others? We have among the Chicago citizenry a number of Germans, who are blessed with abundance of earthly possessions. We also know that these men are noble and generous and that they fully understand the requisites for the common good. They are aware of their duties towards intellectual culture and progress in particular. Our wealthy Germans should not deny themselves the privilege of furnishing factual evidence of their being Americanized in the deeper and finer sense of the word, by making generous contributions; inasmuch as this institution is being established for the general welfare of our citizens.

Respectfully

# **I. ATTITUDES**

## **A. Education**

### **2. Parochial**

#### **a. Elementary, Higher (High School and College)**



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GERMAN

Abendpost, Apr. 13, 1930.

### THE ELMHURST COLLEGE OF ELMHURST ILLINOIS

Among the educational institutions founded by Germans in the Middle West, the Elmhurst College, the College of the Evangelical Synod of North America, enjoys an excellent reputation, especially in the circles of those German-Americans to whom the preservation of German culture is important and necessary. The Elmhurst College has therefore always emphasized strongly this cohesion with the educational achievements of Germany and has placed its German department, as well as its unusually voluminous library, at the service of this spiritual work.

The beginning of the institution reaches far back to the 19th century; its history is most closely and intimately connected with the external and inner development of the German Evangelical Synod of North America.

But beyond that, Elmhurst College is a beautiful and vivid expression of the educational will of a group of German-Americans, who have considered it their

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duty to co-operate actively in the cultural development of their adopted country.

This institution was founded in 1871. The beginning of Elmhurst coincides, therefore, with the incorporation and union of the two Evangelical Synods of the Northwest and West, which made the future growth and expansion of the German-Evangelical Church synods of North America possible. With it, simplification and concentration were introduced both of which symbolized that the Theological seminaries of the two groups (Pro Seminary Evansville and Melancthon Seminary) in Elmhurst, which thus far had been divided and were independent of each other, now were welded together and brought under a united leadership. Pastor J. Hartmann, of the St. Paul Church of Chicago, and Thomas Boyan, material promoter and benefactor of Elmhurst, belong to the first advocates of the Seminary in the annals of Elmhurst. Outgrown by the needs of German Evangelical immigrants, and the desire for higher religious and cultural education, Elmhurst College, naturally, had to solve at the beginning the problem of preparing

Abendpost, Apr. 13, 1930.

pastors and teachers for the Evangelical Synod.

However, at an earlier time, the wish was expressed to expand this Theological Pro-seminary to a College of Liberal Arts, to create for the entire (even for the non-theological) German-evangelical youth of America an educational center.

Elmhurst, one of the most beautiful and quietest suburbs of Chicago, only nineteen miles from the Loop, is able to offer its students two things, namely; the composure and peace of a small town and easy access to the educational facilities of the great Metropolis of the Middle West, with all its research institutions, libraries, galleries, and museums.

The Elmhurst College, as its lecture index shows, offers educational courses in all important cultural branches: Biblical literature, Biology, Chemistry,

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Economy, History, English, French, German, Greek, etc., proving therewith that its educational plan meets the standard of modern necessities and keeps step with the spirit of our time.

Through tradition and origin, as an abode of German-American youth, Elmhurst College believes itself firmly obliged to and qualified for the preservation of cultural connections between the old homeland, the land of Luther and Goethe, and the newly adapted country, the land of Emerson and Lincoln. The name that must be mentioned in this connection as the first, is that of Professor H. Brodt. For thirty five years (1883-1918) he led the German department in this spirit. Among the other teachers of the German department, the following should be mentioned: Prof. C.F. Bauer, Prof. H.E. Hansen, Dr. E.W. Avon (University of Illinois), Dr. F.W. Kaufmann (Smith College), Dr. Wolf (University of Pittsburgh), and Dr. Mohr (University of Virginia). In spite of the changed conditions of the post-war period, the German department is, even today, the largest department as far as the number of students is concerned. At present

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this department is represented by the following professors; C.G. Stanger, H.L. Breitenbach and G.H. Blenk.

Many German-Americans of the second and third generations have been helped by Elmhurst College to find the connection with the psychical and spiritual heritage of the land of their forefathers. It has educated hundreds of German-American pastors and teachers for their future profession in the spirit of a German and Christian idealism. That leading men of the German-American element refer to the institution as the abode of their youth, Elmhurst College with joy and pride; gratefully, it counts as its own, prominent men like A.C. Lueder, Chicago's postmaster, Dr. Reinhold Niebuhr (Union Theological Seminary), Dr. E.H. Hohmann, Dr. R. Schlueter (Chicago), and many others.

Still young in spite of its long past, the College is penetrated by a vivid will for the present time and always prepared to carry out wholesome innovations.

Abendpost, Apr. 13, 1930.

The College enters 1931 after sixty years of existence and beginning with this year, for the first time in its history, it will enroll female students.

Having proved the necessity of its work in the past 59 years, and being willing to continue it in the future, Elmhurst College believes that it can count upon the active and energetic support of the Germans of Chicago and the State of Illinois.

Abendpost, Oct. 26, 1912.

ATTACKS ON PAROCHIAL SCHOOLS

(Editorial)

In one of our great daily papers a reader asks that a law be enacted requiring children to attend the public schools up to their fourteenth year. He claims that this alone would guarantee the complete Americanization of our youth.

We consider the above an attack on our parochial or church schools. These attacks are nothing new except that at present the indirect charge is made that church schools are an obstacle to complete Americanization; that they are not patriotic enough. Moreover, since it is chiefly the Catholic and Lutheran churches which maintain schools of their own, it is against these especially that the intolerant world reformers are crusading.

We have a report written in 1914 which shows that the Catholic Church alone maintains 5,448 elementary schools, attended by 1,456,306 pupils. If we add



Abendpost, Oct. 25, 1918.

the number of children attending the Lutheran and other parochial schools, we will have nearly three million children who are being taught in the church schools. Since the churches and their members maintain these schools out of their own income, one can estimate how much the citizens who do not belong to these churches are saving.

About seventy-three per cent of our school children attend public schools, the maintenance of which requires an expenditure of \$55 million dollars; most of the remaining twenty-seven per cent are taught in the parochial schools.

These figures prove that a law which provides for public schools only, would entail an added burden of twenty-seven per cent for the educational system of our country; it would empty the church schools and many new school buildings would have to be erected.

To use the school buildings of the church communities for public schools would



Abendpost, Oct. 25, 1918.

be an encroachment on the property and religious rights of these church communities even if compensation were paid, since freedom of religion is sanctioned by the Constitution.

As for their educational value, the fact has long been established that parochial schools maintain the same standard of instruction that is found in the public schools. The admittance of parochial school graduates to the higher institutions of learning is further confirmation of this statement. But in order to be absolutely impartial, we must admit that it would be desirable, in a few cases, if English instruction played a larger part in the curriculum, if for no other reason than to take the wind out of the sails of those who are attacking these schools.

To attempt to defend the patriotic attitude of these schools would be an insult to the teaching personnel of these institutions. We should like to quote here, however, what another reader of the same paper says in reply to these intolerant attacks:

Abendpost, Oct. 26, 1918.

"About thirty-five per cent of our armed forces received their education in parochial schools. Eight hundred and twenty young men of the church parish in which I live are doing their patriotic duty at the front and in training camps, and eight hundred of these got their elementary schooling in parochial schools."



Illinois Staats-Zeitung, June 14, 1914

THE LUTHERAN CHURCH

CHRISTUS CONGREGATION (PASTOR E. WERFELMANN)

It is a pleasant fact, that congregations and teachers are busy educating their pupils in the elementary branches as much as possible, notwithstanding they are already taught two foreign languages, so that the pupils are capable of meeting the claims made by the Public School Board of Chicago? The Christus School and their chief teacher, Ottomar Kolb, had the reputation already of a model school and intended to join the accredited schools of Chicago. They asked for an ~~exam~~ination and the eighth grade was examined by two church superintendents. The result was communicated to Mr. O. Kolb after a few days, accepting the School in the list of accredited schools of Chicago. This gives the graduated pupils the right to enter the High Schools after graduation without further examination.

The Lutheran schools are always busy pushing ahead, trying to give their pupils a real Christian education. Many Lutheran schools in Chicago could be put on the accredited lists if they had the courage to apply for an examination. Such recognitions by the school board can only be to the advantage of the general school system.

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Abendpost, Oct. 11, 1907.

### LUTHERAN COMMERCIAL HIGH SCHOOL

The Lutherans of Chicago intend to erect a large Commercial High School and expect to collect for this purpose \$50,000 within a short time. Under the leadership of the Concordia League, \$12,000 has already been raised. The course at the Commercial High School will follow immediately the course of the Elementary School. Just at this age a large number of Lutheran children become estranged from their church and to keep them in steady touch with their church is the main purpose of the institution that will, besides the subjects of a Commercial High School, also take up Religion in its course of instruction. The new school shall be opened in the business district and shall be large enough to give admittance to several hundred young people of both sexes.

The Concordia League which fosters the plan consists of representatives of every Lutheran parish in Chicago. It has nominated a Committee to devise plans for the enterprise and it received offers for financial aid from many

WPA (ILL) PROJ. 30275

Abendpost, Oct. 11, 1907.

other churches. The plan is unique as most of the institutions that are supported by religious societies prepare their pupils only for intellectual professions. Later on it is expected that a manual labor institution will be added.

As soon as the necessary \$50,000 are signed up, a meeting of representatives of the Lutheran clergy and laymen will be called to execute the plan of the chief sponsors of which are Alderman Albert W. Beilfuss, Julius H. Geweke, and Robert Schoenfeld.

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Abendpost, Chicago, September 15, 1907.

### A NEW CONVENT SCHOOL

As previously reported the Benedict Sisters have opened a new school in Rogers Park, 4075 Ridge Avenue, naming it "St. Scholastica Academy", which has already found many pupils. Especially worthy of notice is the fact that the sisters, who are also the teachers, lay much stress on teaching German. During this instruction the teaching is being given in German exclusively.

The same is done with the French language. Other classes are conducted in English. Besides general subjects the curriculum also includes the teaching of all kinds of women's handicrafts from plain sewing to the finest art embroidery. This circumstance especially should carry much weight with the German parents; besides a complete commercial course is taught. Notwithstanding that the Institute may be reached from down-town for a five cent fare it offers boarding school scholars the advantages of a country home, as the neighborhood is sparsely settled and the air is most excellent.

WPA (ILL) PROJ. 30275



Abendpost, December 11, 1905.

SCHOOLHOUSE DEDICATION.

In the presence of more than 3000 persons the precious new schoolhouse of the Evangelical Lutheran Congregation, St. Lucas, Belmont Avenue and Perry Street, was dedicated. A divine festival service preceded the dedication, which was performed by the Priest of the Parish, Pastor J. E. A. Mueller.

Prof. Theo. Brohm of the Teachers Seminary at Addison gave the sermon.

Ms. A. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200. 201. 202. 203. 204. 205. 206. 207. 208. 209. 210. 211. 212. 213. 214. 215. 216. 217. 218. 219. 220. 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2013. 2014. 2015. 2016. 2017. 2018. 2019. 2020. 2021. 2022. 2023. 2024. 2025. 2026. 2027. 2028. 2029. 2030. 2031. 2032. 2033. 2034. 2035. 2036. 2037. 2038. 2039. 2040. 2041. 2042. 2043. 2044. 2045. 2046. 2047. 2048. 2049. 2050. 2051. 2052. 2053. 2054. 2055. 2056. 2057. 2058. 2059. 2060. 2061. 2062. 2063. 2064. 2065. 2066. 2067. 2068. 2069. 2070. 2071. 2072. 2073. 2074. 2075. 2076. 2077. 2078. 2079. 2080. 2081. 2082. 2083. 2084. 2085. 2086. 2087. 2088. 2089. 2090. 2091. 2092. 2093. 2094. 2095. 2096. 2097. 2098. 2099. 2100. 2101. 2102. 2103. 2104. 2105. 2106. 2107. 2108. 2109. 2110. 2111. 2112. 2113. 2114. 2115. 2116. 2117. 2118. 2119. 2120. 2121. 2122. 2123. 2124. 2125. 2126. 2127. 2128. 2129. 2130. 2131. 2132. 2133. 2134. 2135. 2136. 2137. 2138. 2139. 2140. 2141. 2142. 2143. 2144. 2145. 2146. 2147. 2148. 2149. 2150. 2151. 2152. 2153. 2154. 2155. 2156. 2157. 2158. 2159. 2160. 2161. 2162. 2163. 2164. 2165. 2166. 2167. 2168. 2169. 2170. 2171. 2172. 2173. 2174. 2175. 2176. 2177. 2178. 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GERMAN

Illinois Staats - Zeitung, May 10, 1893.

### A LUTHERAN COLLEGE

The Lutheran Synod held a meeting yesterday regarding the erection of a college.

A Mr. J.P. Badem promised a donation of \$50,000 providing the institute be called St. John's Lutheran College; \$30,000 to be used for the building and furnishings, and \$10,000 for annual maintenance.

WPA (ILL.) PROJ. 36271

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IV

GERMAN

Illinois Staats - Zeitung Aug. 27, 1892.

ALTGELD'S MASTERFUL INTERPRETATION OF THE  
PAROCHIAL SCHOOL QUESTION

Altgeld has expressed his sentiments about that torrid election question which now holds sway in Illinois. His remarks at the time of his nomination and subsequent speeches have now been amplified as well as perfected by the addition of necessary detail. We quote, without omission, and have conscientiously translated it into German. In its direct, compelling logic and understandable, progressive attitude, it represents a veritable arsenal of efficient weapons with which the "Know-nothingism" and the Republican Fiferism can be combatted.

"Like the Democrats, I am in favor of compulsory school attendance. Likewise, I desire that every child shall have a certain, definite education and that schooling shall be at state expense, if it is not otherwise provided for.

The public schools of the state shall be under state supervision, and no sectarian religious beliefs shall be taught there, so that no particular creeds may be implanted into the easily susceptible minds of school children.

The state-schools have been created, to take care of all those children, whose

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parents or guardians refrain from sending them to private schools.

There was a period during the history of the world, when no common public schools existed. Whoever wanted to learn something had to hire an individual teacher or pay for it in an exclusive school. But in the course of time, the well directed, amply state financial public schools, particularly the elementary and grammar classes, have supplanted the private institutions.

But the parochial school, with its church connection, survived. When such a school was founded, the church provided worldly and religious instruction, both from the same instructor. The parochial schools of the various denominations are a part of their respective churches, just as the Sunday School is a division of the English-American Protestant church. We have no right to interfere. The principle on which our public school system has been built, does not contain any paragraph, which authorizes the state to compel people to accept this system, if they do not desire it and are providing instruction for their children elsewhere. The public school is here to cope with the problem of insufficient schools, but not to abolish parental control and choice in regard to their offspring's education.

Like the Democrats, as aforesaid, I am for compulsory school attendance. It cannot be tolerated that a person shall grow up in ignorance but the state has no right

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whatever to meddle with parents who obtain an education for their progeny.

The state shall regard the curriculum of a parochial school as sufficient and legal, even if it has no supervision over such institutions. The state is no less concerned in the child's welfare than the parents.

In educational matters, as in other affairs which affect children, parents may err occasionally, but their intentions are good. No one endowed with intelligence will therefore insist, that the state has a right to prescribe to parents the methods they shall use to raise their children or to maintain discipline.

Supervision over parochial schools is not a state right, because the state does not contribute anything towards them. Only if something occurs there which comes in conflict with the criminal laws may the state intervene. If it becomes evident that such schools teach subjects which are detrimental to the state and the commonweal, or that the scholars are maltreated, then the state would have the right to take steps in order to abolish such conditions, but only then. Even the most inveterate enemies of the parochial schools have never brought such accusations. They admit that from an educational standpoint they are good.

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The state does not have the right to inspect parochial schools in order to ascertain if everything proceeds properly. Based on the same right or rather illegality, it would be possible for the state to enter the sanctity of the home, just to be assured that no wrong is committed therein. The state must act on the presumption that where no complaint has been made no misdemeanor exists. Parochial schools must not be inspected by the state when there is no evidence of some infraction. If some unlawful act has been perpetrated in such a school, and someone knows about it, then he should register his complaint. The same is true in regard to maltreatment of minors by their parents or guardians. If certain people, mostly church adherents, take recourse to the parochial, instead of state schools, then they save money for the state. Let us consider this case; the state deliberately drags children who do not belong to a certain congregation into a private school and demands they should be tutored in a certain manner, in short, treats them as if they were in a public school. Thereby the state would become a partner of a parochial school. But, if the state goes to such extremes, then the parochial school which has never asked for a state subvention, would have the right to demand financial assistance, at least to defray the cost of instruction in those branches over which the state exacted control.

Such payments would not be permissible, since the constitution prohibits recognition

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of any church in state affairs.

If the state of Illinois would investigate the parochial schools and then fasten the proclamation onto the portals: "Inspected by the State of Illinois and accepted as a school" then the state would recognize the power that lurks behind the school, namely, the church. Inspection of a parochial school by the state is a preliminary step towards recognition of the church by the state. If the state were to pay money towards the maintainance of such a school, then our courts would declare it as unconstitutional. But, as I have shown, it is contrary to the spirit of the constitution to inspect any church-schools.

In this parochial school question, we hear much about the teaching of foreign languages. In the entire state of Illinois, there is not a single such school, where English is not being taught; all children there obtain an English education. The gibberish, that the parochial schools might bring the English language into oblivion, is silly, and no one considers or believes it seriously. For these very reasons it is entirely uncalled for, that a definite, compulsory, language teaching program should be enforced among parochial schools.



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Among the Germans of this country, we find the reasonable desire, that their children should be able to read and write their parental language. If it were the absolute intention of the state to prevent children from learning the well entrenched German or any other language besides English, then state officials would have to penetrate the innermost family circles where English is often omitted in order to induce children to learn this tongue by imitation, whereby they acquire it from their very infancy.

The addiction to the German language at home, and its use during teaching hours in the various courses of the parochial **schools** is resorted to, since teachers and parents know, that this is the only method whereby the student can obtain a thorough knowledge of his mother tongue, aside from the English. But hide or hair, its not a state affair."

If Altgeld's ideas will bring victory on Nov. 8th, when the Illinois ballot tells the outcome, and we can expect that he emerges victorious, then the first months of the next year will give us a repetition of what transpired in Wisconsin a year ago. Under Gov. Altgeld's influence the new legal administration of Illinois will abolish the Edwards law; his instigation will help in creating a new school-law, which contains none of the objectional features of the Edwards mandate and it will give the parochial private, and state schools equality and justice.

Illinois Staats - Zeitung June 15, 1892.

ST. PAUL CONGREGATION PLANS THE ERECTION OF  
A NEW SCHOOL

A meeting was held last Sunday in the hall of the Catholic St. Paul's Church. It was well attended by members of the church. They had come together to discuss the erection of a new schoolhouse. Rev. G. D. Heldmann explained to the audience the details connected with the building of a new school. At the present 550 children belong to the church-school. It is filled up and no room for any increase. Sketches for the new building had been drawn by the architects, H. Schlacks and H. Ottenheimer; and these were presented to the assembly. Then these plans for the new building were discussed and unanimously approved. It was decided to start as soon as possible with the construction of this new building so that it could be finished before winter.

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GERMAN

Illinois Staats - Zeitung June 10, 1892

### MISSOURI SYNOD

The Illinois district of the Missouri Synod, appointed a committee for the Chicago exposition. This committee informed the teachers of the synod what they expect to exhibit and the following things are mentioned:

1. Plans and drawings of schoolhouses as they were at the establishment of the synod, and what they are today.

2. School work:

- a/ English and German specimen of writing.
- b/ Brief German and English essays
- c/ Solutions of mathematical problems in English.
- d/ Drawings.
- e/ Drawings of maps.
- f/ Answers to questions in writing about geography and history.
- g/ Lessons in grammar in German and English.

3. Photographs of groups and classes of scholars.

Illinois Staats - Zeitung June 10, 1892.

4. All schoolbooks and all of the volumes of school papers.
5. Teaching material, such as maps, globes, reading cards, biblical pictures, cards for pictorial instructions, etc.
6. Lesson tablets and time tablets in German and English.
7. Statistics about the developments and growth of schools.
8. Collections of insects, stones, birds, shells etc, which are used for instructions.

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III C

IV

GERMAN

Illinois Staats - Zeitung May 18, 1892.

GERMAN THEOLOGICAL SEMINARY.

Six young students of the German Theological Seminary went through their examinations recently. The German Theological Seminary is located at Ashland Avenue and Augusta Street, and is under the direction of Rev. J. D. Severinghaus. The directors of the seminary held two conferences yesterday, in which they consulted about a new constitution for their institution.

The directors have made an appeal to the friends of the seminary for financial support. It is pointed out that this institution trained and educated fifty young men for the ministry since its foundation in 1885; and that it is entirely dependent upon voluntary contribution for its maintenance. The expenses of the institution are estimated as follows: salary and rent for the professors \$1,750. board and lodging for ten students \$800; heat and light \$250; miscellaneous expenses \$200. This is a total of \$3,000, for the training of twenty-one students. The synod to which this church belongs has appropriated \$5,000, for the payment of debts of the seminary.

KPA (ILL.) PROJ. 30275



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Illinois Staats - Zeitung Feb. 3, 1892.

I C

I A 1 c

## CONFUSING PUBLIC SCHOOLS WITH CHURCH SCHOOLS

Archbishop Ireland of St. Paul, has repeatedly expressed himself more or less pointedly in favor of turning over the Catholic church schools to the state or changing them into public schools. This has reference to the famous Faribault Plan, which is named after the country town Faribault, in which the plan originated. It was also introduced in another Minnesota town near St. Paul.

In accordance with this plan the Catholics turned over their church schools to the state to be used as public schools. The school board then agrees to engage catholic nuns as teachers in these schools. The teachers are required not to give any religious instruction during school hours, but to restrict the same to children of Catholics after regular hours.

This is the agreement. Children of Protestants and other non-Catholics attended these schools. But among these parents utmost discontent prevails lately and they make the following complaint: The teachers daily instructed the children during the noon hour in the Catholic catechism and attempts were made to force non-Catholic children to participate. The non-Catholic population became so excited that plans were supposed to have been made to engage militia for the

I A 2 a

GERMAN

Abendpost, Sept. 22, 1891.

# NEW CATHOLIC PAROCHIAL SCHOOL

The cornerstone for the new Parochial School of the Catholic St. Rosa Church was laid yesterday afternoon.

The total cost of the School will be about \$25,000.00.

WPA (111) Proj. 30276



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I A 2 b  
I A 1 a  
III C



Illinois Staats Zeitung, March 7, 1890.

THE AGITATION AGAINST THE GERMAN SCHOOLS.

Thus far the new compulsory school law of Illinois, does not appear to affect Chicago very much, because its enforcement here is well taken care of, being entrusted to competent officials. Outside of the Chicago district, that is in Illinois, many transgressions are perpetrated in rural districts by the bucolic school boards and the obliging courts. These are not based on the fact that they are parochial schools, but that they are German schools. The school committee of German Evangelical-Lutheran Church of Illinois has correlated all the various forms of agitation. This compilation was entrusted to its Secretary J. I. Groose.



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GERMAN

Illinois Staats Zeitung, March 7, 1890.

Many of these instances we have mentioned ourselves, also the fact that none of the schools of the Evangelical-Lutheran Church, the Evangelical Unitarian, etc., and also of the Roman Catholic Church, are free from this impertinent interference by the county school boards. These persecutions are also disgraceful restrictions of religion and the freedom of conscience.

By suppressing these German schools, the religious instruction which is given in them, is either likewise abolished or profoundly curtailed. Since these vexations affect both, the German, and also the religious sentiments of the maligned, it is but logical that a subsequent resistance will assert itself in a very decided and forceful manner. A very efficient organization against these propagandists has been created by the Evangelical-Lutheran Church of Illinois, as has been previously alluded to.



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GERMAN

Illinois Staats Zeitung, March 7, 1890.

It has formed a committee for the purpose of either abolishing the Compulsory School Law, or cleansing it of all objectionable features. Furthermore, advice and assistance shall be given to all the harassed communities as well as legal representation before the courts. The president of this committee is Rev. Hoelter of Chicago, assisted by Rev. Grosse of Addison and Rev. Schuessler of Joliet, and also the laymen, Eduards, Melcher, W. Tatge, the latter is an attorney at law.

What weight the Evangelical-Lutheran Church of Illinois can throw into the scales of justice, may be deduced from these well authenticated figures: It controls 226 schools with 18,463 scholars. There are 192 clergymen, 114,693 church-members, 68,436 communicants, and, at least, 15,435 voters.



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GERMAN

Illinois Staats Zeitung, March 7, 1890.

These are, hark ye well! only the Evangelical-Lutheran voters. It would be desirable to ascertain the voting strength of the other German-Protestant churches. One would be confronted with mighty figures. But how will these numbers be increased if we add the many German-Catholic voters!

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III C

GERMAN

Chicagoer Arbeiter Zeitung, Feb. 4, 1889.

THE AURORA TURNER HALL AGAINST THE BLAIR BILL

About six hundred persons assembled yesterday afternoon in the Aurora Turner Hall in order to protest against the infamous Blair Bill. The contents and the purpose of this bill have been published already by the Arbeiter Zeitung.

As main reasons for this protest were given: First, its unconstitutionality and secondly, its ambiguity.

An amendment was also attached to the resolution demanding the taxation of church property.

Der Westen, Jan. 28, 1877.

PROFESSOR WIEDINGER OPENS NEW SCHOOL

Professor Wiedinger, the well known educator will open next week a German and English select school at 533 N. Clark St. The new institution will teach several subjects of a higher school. The very able teacher Mrs. Wiedinger will be connected with the new school. The languages used in the teaching of the subjects will be German and English. Mr. Wiedingers' ability as an educator is so well known by the older German generation of the city, that he should not lack students. We consider it our duty to call this new school to the attention of the parents and we wish to recommend it.

**1. ATTITUDES**

**A. Education**

**2. Parochial**

**b. Foreign Languages**



ABENDPOST, July 17th, 1905.

WPA (ILL.) PROJ. 302/5

**Discharged!**

Professor Andrew N. Fox, chief of the German Department of the Chicago Theological Seminary has been discharged, because he sent a telegram to John D. Rockefeller asking for a donation for the seminary without authority of the board. Professor Fox knew that the trustees of the institution desired funds for the German Department for some time and thought, that the present opportunity was very favorable. This telegram to the oil King was as follows:-

"Wanted funds for two professorial chairs for foreign mission work at home to reach eleven million souls. Cheque will be accepted at a nominal value. No questions asked."

Die Abendpost, Mar. 18, 1892.

THE OPPONENTS OF THE ILLINOIS SCHOOL LAW.

As the enemies of the proposed new Illinois School Law are on the increase, the Republican sponsors of this unfortunate and malicious law are changing tactics, and this only is due consideration of the coming Presidential election.

Now these Republicans, propose and promise the complete rejection of the whole School Law, in its present form. But they are leaving so many back doors and classes open for the comeback of the said law, that we cannot trust the Republican standpoint. From the beginning of this fight, the Democrats, have stressed the standpoint, to accept the School Enforcement Law, but at the same time to report as a principal any School Language instruction Law. But the Republicans insisted, that not only in public schools but also in Church and private schools the Language of instruction should be exclusively English. Time will show, which way the Public and the voters will force the issue.

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GERMAN

I A 2 a

III C

Die Abendpost, April 18th, 1890.

### The Compulsory School Law.



175 Representatives of the 35 Evangelic Lutheran Parishes of Chicago and vicinity, divisions of the Missouri, Synod met on the evening of April 14th, in the school of the Evang. Lutheran Immanuel's Gemeinde to consider how the above law may be fought most advantageously. Mr. T. C. Diener led, as chairman, Mr. H. Ruhland functioned as secretary. A declaration by Pastor Hoelter, his motion was accepted. Its text in general follows: the members of these districts are antagonistically inclined towards a sensible compulsory school law. They are not opposed to Public Schools; on the contrary, the state would be delinquent in its duty, if it failed to give the growing youth an opportunity to study the elementary subjects. They do not object to the teaching of the English language but they very energetically reject the various provisions of the present compulsory law which curtails parental, personal and religious rights in a deplorable manner, and it subjects all private schools to such state-control, that their continued existence becomes doubtful. It is unfortunate that the necessity has arisen, which compels citizens to obtain their legal rights by political intervention. What has this law achieved? Parents were convicted as criminals, because they entrusted their children to schools, built and financed from their own resources, in which nothing is taught that conflicts with the state. They must, therefore resort to votes, if no amendments will be made.

**I. ATTITUDES**

**A. Education**

**2. Parochial**

**d. Special Endowments**



Illinois Staats Zeitung, March 15, 1886.

WPA (ILL. PROJ. 30278)

#### GERMAN-AMERICAN PROFESSORSHIP.

The Archbishop Michael Heiss of Milwaukee invites, in an enthusiastic petition, the Catholic-Americans of German origin to become actively interested in the Catholic University that is to be founded in Washington. He proposes, in his character as member of the Board of Directors, that German-American Catholics should provide the means to establish three German professorships at the University, namely a St. Bonivacius professorship in theology, a Goerres professorship in philosophy and a Windhorst professorship in jurisprudence. The foundation of the first clerical chair would require a capital of \$50,000 and each of the other professorships would be \$100,000. Such abundant German donations should also secure a proper representative of the Germans on the Board of Directors, forever.

Archbishop Heiss turns for the above purpose, at the first, to the many wealthy among the German-American Catholics and says: "We want to enter this Spring into the almanac of the Catholic University one-hundred Germans' names who have each paid \$1,000 and a thousand Germans' names that represent each a gift of \$100. We all are witnesses that God has blessed many more than 1,100 German Catholics with sufficient earthly possessions; and that

WPA (ILL) PROJ 30775

Illinois Staats Zeitung, March 15, 1886.

no nation does more for instruction and education than has the German is proved by history. Let us do our share, so that also the Catholic University of America gives evidence of this."

Also for non-Catholics it is very desirable that the purpose of the Archbishop be carried out, for such German professorships would of course contribute very much to the maintenance of German nationality within and outside the Catholic Church of this country.....

**I. ATTITUDES**

**A. Education**

**3. Adult Education**



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GERMAN



Abendpost, Sep. 3, 1929.

THE GERMAN NATIONAL CLERKS ASSOCIATION ARRANGES  
COURSES IN THE ENGLISH LANGUAGE.

The German National Clerks Association of Chicago, whose principal aims are for the general and professional improvement and education of its members, has arranged, besides the present English evenings of entertainment, English courses, at their club-house at 4522 N. Ashland Ave. The courses are open to all members and their friends. Professional lectures in the English language will make the hours of instruction interesting.

Abendpost, Feb. 24, 1916.

COURSE FOR BAKER APPRENTICES  
[Lane Technical High School Offers It]

The Lane Technical High School offers a course for baker apprentices and thus far 120 applications have been received. Instruction is not merely confined to general practical suggestions about baking, cake ornaments, etc., but includes a course on the chemical components of flour and yeast.

Frank Hafner of the Bakers Union, and J. Wieser, who graduated in Zuerich, Switzerland, constitute the teaching staff.



WPA (ILL) PROJ. 3027

Die Abendpost, September 17, 1894

## A GERMAN SECTION OF THE UNIVERSITY EXTENSION

What is a University Extension? A University is concentrating its system of instruction particularly on students, who have graduated from High Schools and subsequently registered with the University for further education. Since 1887, there has been a strong movement to establish university extensions, which have the purpose of giving the benefit of a university education also to persons, who went only through primary schools but have the ambition to study and enlarge their intellectual horizon. The said university extension is carried out by local or travelling lectures, mail and also by libraries.

Judge Brentano has taken up the task of cooperating with the Universities of Chicago to establish a German University Extension, which will lend its education service especially to the German elements of our population.

This German University Extension will be organized and conducted by Professor A.T. Small, Dr. O.T. Thatcher and Dr. A. Wirth.

Illinois Staats-Zeitung, Sept. 11, 1879.

ATHENAEUM

English instruction will be given at the Athenaeum, 50 Dearborn Steet, next Monday. The course is available to all Germans who wish to study English--reading, writing, and speaking are taught quickly. The aim is to provide an elementary knowledge of English, so that recent arrivals [from Europe] will find it easier to get a job.

Men and women of any age are eligible.

WPA (U) 1980

**I. ATTITUDES**

**B. Mores**

**1. Temperance**

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GERMAN

Abendpost, Jan. 22, 1934.

BRING ON THE BEER!

(Editorial)

Thanks to prohibition, much knowledge concerning the manufacture of spirituous liquors has been acquired by a great number of people who previously knew absolutely nothing about the art of brewing or distilling. Today there is hardly one person who does not know that fermentation changes sugar to alcohol. Home brew was made with more or less success, in nearly every home; grape juice was frequently changed to wine by fermentation, and many people even learned how to distill alcohol. Yet it is astonishing what great ignorance prevails concerning the alcohol content of spirituous liquors, especially of beer (sic).

Every day one can hear people say that they drank beer that contained six, eight, or even ten percent of alcohol; even some newspapers print news about that kind of beer. These erroneous opinions about the alcoholic content of beer originated shortly before the repeal of prohibition, when Congress

WPA (ILL.) PROJ. 36275

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GERMAN

Abendpost, Jan. 22, 1934.

legalized beer that contained no more than 3.2 per cent of alcohol. This made the impression that such a content is very low, which is really not true.

And then when prohibition had been repealed and the congressional provision with reference to the alcoholic content of beer became invalid, many liquor stores advertised beer containing 10 per cent of alcohol; but if one read the respective statement on the label, one found that it merely declared that the beer contained no more than six per cent of alcohol, not that it actually contained six per cent.

Confusion increased when a well-known Canadian brewery, the posters of which are seen everywhere, placed its product on the American market. The posters recommended an ale having 12 per cent alcohol. That is what the laymen at least infers, but when he looks more closely, he finds that the poster refers to 12 proof spirits. What this means is explained by George F. Goerls in an article which he published in the trade journal "The American Brewer". Goerls shows that Beer with a weight of 2 per cent alcohol, and a volume of 2.52 per

WPA (ILL.) PROJ. 30275



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Abendpost, Jan. 22, 1934.

cent is equal to 4.40 British and 5.04 American proof spirits. The difference between British and American proof spirits is attributable to the fact that the official definition of the terms is not the same in the two countries.

Thus it is evident that when Englishmen or Canadians speak of 12 per cent beer, they do not mean beer that has an alcoholic content of 12 per cent, but beer having an alcoholic content of not less than six per cent. And that really is very strong beer. Most beer that is made here and in Germany contains between four and five per cent alcohol according to volume, and so it is essentially not much stronger than the beer that was legalized shortly before the repeal of prohibition.

WPA (ILL.) PROJ. 30275

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GERMAN

Abendpost, Jan. 5, 1934.

## THE CITY COUNCIL INTERFERES

(Editorial)

The controversy about the liquor bill which is pending in the Illinois State Legislature has entered a new phase. The Chicago City Council has taken a hand in the controversy in a manner that will show results. As is known, the old opposition between city and county, between Chicago and its metropolitan population on the one hand, and the rural and small town communities on the other, is the underlying cause of the fight. Governor Horner and those members of the Legislature who represent rural districts favor a law which provides for control of liquor traffic by a state commission. Mayor Kelly wants home rule on the matter for Chicago, and the Cook County Democratic members of the Legislature share his opinion.

The Republicans in the Legislature have utilized this controversy to weaken the position of Chicago and to widen the control of the rural communities over

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GERMAN

Abendpost, Jan. 5, 1934.

the city. They have appealed to President Roosevelt, asking him to take a hand in the controversy to prevent the return of the saloon, in line with the platform adopted at the Democratic National Convention. This appeal completely ignores the fact that the platform refers only to dives and haunts of criminals, and that it expressly advocates home rule.

In the meantime, Governor Horner and Mayor Kelly have reached a compromise according to which two commissions are to be appointed, one for Cook County and one for the rest of the state. The president of the County Commission is also to serve as president of the State Commission. It is still somewhat early to examine this compromise very closely; but in any event, it can be readily substantiated that is one of the most brilliant achievements of advanced controversial bar issue. He has agreed, in the interest of moderation and good morals, to let his greatly plagued contemporaries henceforth sit down and pour whisky into their systems.

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GERMAN

Abendpost, Jan. 5, 1934.

Now the City Council has also entered into the fray and to a man has taken sides with Mayor Kelly. The city Fathers emphasize that, above all else, the right of home rule is at issue. This point is of utmost importance. In order to avoid any false conceptions, we stress the fact that Chicago demands nothing but the right to regulate the liquor traffic that is carried on within her borders. Chicago does not care what the authorities in the rest of the state decide to do in regard to the matter; Chicago has no desire to force its will upon them, nor does it wish to be tyrannized by them. In order to ascertain the attitude of the citizens on the question, the City Council has tentatively decided to have a referendum vote taken at the primaries in April. This resolution deserves commendation.

In reality, a referendum should not be necessary. However, the saloon question is being kept alive by the determined dries. They are receiving reinforcements from the ranks of the Republicans, who are trying to make political capital out of the controversy. And, finally, we have the demagogues as third member of the trio. Thus the issue which really should have been settled long ago

WPA FILE 11-1-30275

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GERMAN

Abendpost, Jan. 5, 1934.

has been turned into a bitter controversy. That is why a referendum is in order.

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GERMAN

Abendpost, July 18, 1931.

THE ANNUAL FINANCIAL STATEMENT

(Editorial)

The fiscal year ending June 30, showed that prohibition was highly successful--in a certain sense--during the past twelve months. There were 6,833,000 gallons of liquor confiscated throughout the United States, of which 545,024 were found in the area of the Seventh Federal District, in which Chicago is included. Courts dealt with 7,000 prohibition law-breakers. Fines were imposed in 36,650 cases, which showed a harvest of \$5,511,000. In addition, 29,470 were convicted, and thus summarily, 18,383 years were spent behind prison bars. Furthermore, 21,575 stills, some 27,000 beer-producing apparatus, and 8,260 automobiles were also confiscated.

This is a financial report of which the prohibition authorities may be proud indeed. Viewing the activity of the prohibition authorities from



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GERMAN

Abendpost, July 18, 1931.

I F 4 another angle, namely, that through it a curb is put upon the prohibited source of income, then of course we say, may they be crowned by success in the future. But there are two sides to prohibition as to everything else, the success of that other side is much less promising indeed.

The illegitimate still and brewery industry employs undoubtedly thousands of men, who work there not by choice but as breadwinners of a family, compelled to accept work though it may be in an illegal industry. They risk unlawful employment, only to keep the wolf away from their doors.....The real transgressors who finance this illegitimate industry--enriching themselves by doing so--are still fancy-free and probably will remain so for some time. There lies the inconsistency of prohibition.





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GERMAN

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Abendpost, July 18, 1931.

I F 6

I F 4     A shortage of liquor has never been noticed by anyone who is in the habit of frequenting taverns. The manufacture of illegal alcoholic beverages is so immense that the confiscation of several million gallons is meaningless to bootleggers. They are cunning enough to foresee these eventualities and protect themselves against losses by a so-called risk account. Why then, waste so much money and energy on the prohibition machine, when in the end, success is not theirs. Indeed, prohibition can scarcely exceed anything on stupidity. Furthermore, taking into consideration that the "noble experiment" has been undermining the public morale, one must marvel at the patience of the American nation that has tolerated this preposterous condition for the past ten years. However, to expect indefinite patience on the part of our nation, would be a grave mistake.



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GERMAN

Abendpost, Dec. 27, 1929.

## OUR BLUECOATS

(Editorial)

The Census Bureau of Washington has published some very interesting and instructive figures about police costs in American cities. In the preparation of this highly important work, only cities with a population of thirty thousand and over have been considered. The figures first considered refer to the year 1903. At that time the total expenditures was \$38,000,000. In 1919, the year before national prohibition was instituted, the cost was \$75,000,000, and in 1927, it reached \$184,000,000.

These statements reveal a colossal and rapid increase in police maintenance costs. It might be assumed that this is due to the increase in population. But a casual glance suffices to reveal the difference between the two increases. In the sixteen years from 1903 to 1919, expenditures mounted from thirty-eight to seventy-five millions, in the eight-year period from 1919 to 1927, from seventy-five to



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GERMAN

Abendpost, Dec. 27, 1929.

one hundred and eighty-four millions. The enormous rise during the last eight years cannot, by any stretch of the imagination, be attributed entirely to a greater population and larger salaries. This also becomes evident from the statistics covering this period. We refer to the per capita cost. In 1903 it was \$1.83; in the year 1919 it grew to \$2.19; and in 1927 it became \$4.32.

Of course, it would be unfair to place the blame for these mounting figures on Prohibition alone. Along with the latter, one must also take cognizance of increasing crimes and felonies many of them traceable to Prohibition.

The Census Bureau, which compiled these facts, knows of course that the growing number of arrests for drunkenness furnish an important argument for the anti-Prohibition forces. It, therefore, considers itself justified in admonishing the reader not to draw wrong conclusions. As the Bureau goes on to explain, the methods of classification used by the various police departments differ in the



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GERMAN

Abendpost, Dec. 27, 1929.

handling of cases of intoxication; in addition, procedures change during the years.

As an example, the city of Detroit has been selected. In that community nearly all persons arrested for intoxication were liberated on the following morning, no further action being taken against them. This custom prevailed from 1914 to 1918. These figures are therefore not listed in the statistics. Later on, the Detroit police department changed their system, and a large percentage of such arrested persons had to face charges of intoxication. As a result, the annual report bulged with figures.

It is quite obvious that such changes of procedure must definitely affect the statistical entries, and in associating these figures with the effects of Prohibition, must only choose those years when police methods were not superseded by new rules.

Even when one considers these circumstances, the statistics still show a



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colossal increase in arrests for too much drinking. Only recently, some amazing accounts about Washington and the District of Columbia were published, depicting the really alarming spread of drunkenness during the Volstead era.



Abendpost, Nov. 18, 1929.

FAR-REACHING RESULTS

(Editorial)

The market crash will be of far greater import than most people realize at present. Primarily, it thoroughly destroys the saga of perennial Republican prosperity; of course not for ever, nor in general. Most of the dyed-in-the-wool Republicans have such defective memories that within a few years they will ascribe the present calamity to good old Grover Cleveland, Woodrow Wilson, and even Al Smith. Any connection between these three Democrats and the financial collapse is, of course, non-existent, but in fables and fairy tales no logical correlation is to be expected. Temporarily, at least, the sufferers will come to the painful realization that the presence of a Republican in the White House constitutes no adequate assurance against bank disasters. There are now several newspapers which do not restrict their accounts of the last failure to the financial section. They even publish editorials concerning the fiasco which befell the nation under a Republican regime, when doughty Teddy Roosevelt

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ruled with the heavy cudgel.

But how will the Anti-Saloon League comport itself now? For years its followers declared with astounding temerity and persistence that prosperity is the inevitable result of prohibition, but just now the announcement appears that the American people's savings accounts have shrunk to the tune of two hundred million dollars, a fifth billion less than formerly. How many billions in paper values and actual cash has been lost on the Stock Exchange is unascertainable. If, under these inopportune circumstances, our capable and convincing high-pressure collectors of the League should make the usual rounds among the ordained members, what can be said, when, hat in hand, they find the old financial arguments are not applicable any more while garnering donations for the blessed, noble work?

Undoubtedly, they must change their tactics. After all, - resorting to that more expressive than esthetic proverb so often used in this land, - you can't tell a man who lost his shirt on the Stock Exchange that the



Abendpost, Nov. 18, 1929.

present dryness is the source of his prosperity; he would consider it as a sarcastic imposition on his misfortune, and his indignation would be aroused to the degree where he is liable to forget all scruples and unceremoniously kick the desiccated collector to kingdom come.

When dealing with this irate gentry, the "hat-passers" must use other methods than formerly. The little fellows though, the small fry who contribute their nominal share to the League as a sort of church donation, can be treated in the accustomed fashion. A change in policy is not of supermundane importance here.

It suffices to tell them that the Wall Street debacle is God Almighty's inexorable wrath, because we still have beer-drinking people flaunting the Volstead law with deliberate insolence and obduracy.

Abendpost, Jan. 15, 1919.

ASSAULT ON THE CONSTITUTION

(Editorial)

The Prohibition Amendment to the Constitution of the United States was ratified -- i.e., accepted and confirmed--by the states of Alabama, Arkansas, California, Indiana, Kansas, North Carolina and Illinois.

This means that thirty states have now favored national prohibition, and that it will take only six more states to make up the required three-fourths majority of all states.

The legislatures of eight of those states which still have to vote on the constitutional amendment will, in all probability, also ratify this **Prohibition Amendment**, so that it must seem almost certain that by March 1 the approval of more than thirty-six of the forty-eight states will be assured, and a year later, about March 1, 1920, prohibition will have become part of the fundamental law of the country--unless something unexpected happens.

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What does that mean? Judging by the superficiality and indifference with which the whole problem was handled, first in Congress and later in the various legislatures, one must conclude that the proposing of an amendment to the United States Constitution and its ratification by the state legislatures was an everyday affair of little importance, and that the possible consequences of the adoption of this particular amendment were a minor matter. In reality the consequences will be incalculably grave and will have far-reaching effects. In reality the adoption of the Prohibition Amendment to the Constitution is of much greater significance than the majority of citizens--including the opponents of prohibition--seem to think.

It means not only the confiscation of property, the destruction of the livelihood and employment of hundreds and thousands, and the restriction of the personal freedom of many millions--which in itself constitutes the gravest violation of the rights of citizens which are guaranteed by the Constitution--but it also means an actual rape of the Constitution itself; a rape, which strips this constitution of its original spirit and purpose and which converts it from a solid wall of defense against tyranny and suppression into a convenient tool

Abendpost, Jan. 15, 1919.

of tyranny and a means for oppressing the citizens and for destroying those liberties which the Constitution was conceived and written down in order to guarantee and safeguard against any and all possible assaults.

The introduction of national prohibition by a constitutional amendment would in fact be tantamount to a successful revolution against the basic law and concept of America and would, as surely as morning follows night, lead to a counterrevolution which would not progress so smoothly as the present extinction of American liberty and ideals from American soil.

This is quite a statement, but it is not exaggerated. Anyone who does not believe that what has been said above is justified, will soon realize its truth. The damage has not yet been done, and there is still some hope that the expected calamity can be averted. A constitutional amendment which is so opposed to the spirit of the Constitution as is this Prohibition Amendment--which, in its entire nature and in the manner in which it was submitted to the state legislatures, so boldly assaults the Constitution itself--cannot be considered

Abendpost, Jan. 15, 1919.

constitutional! We still have the Supreme Court, to which an appeal will certainly be made. Moreover, the American people have not entirely lost their common sense and good judgment, even if their representatives in Congress and in the state legislatures are trying to do without common sense in handling the prohibition problem.

So far the question has been argued chiefly from the standpoint of the "wets" and "drys". The Prohibition Amendment has been advocated and opposed only by those who were immediately interested, and the general public has considered it mainly a clash of opposing interests and not a conflict involving the great problem of civil liberties, as it really is. The fight of the opposing interests has befogged the people's vision and has beclouded their mental horizon so that they have not quite realized the peril with which their liberty is threatened. Many have refrained from entering the fight against the Prohibition Amendment because they do not care to be considered friends of the "beer and booze interests."

Abendpost, Jan. 15, 1919.

The same statement holds true for the people's representatives in Congress and in the legislatures. Like the greater part of the citizenry, they let themselves be fooled by the bogeyman of the notoriety which they will receive if they support the "beer and booze interests." Of course this was clearly a prohibitionist invention. But they will not be intimidated any longer, once it is proved that it is not a question of beer and liquor, "wet" and "dry", but that the Constitution is at stake under which the country became great, strong, and prosperous; that the liberties are at stake to which the American people owe their greatness, and the preservation of democracy in their native land--the preservation of American democracy, for the extension of which to the rest of the world America gave her substance and shed her blood.

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## THE BUSINESS PROGRAM OF THE ILLINOIS LEGISLATURE

(Editorial)

A few days ago the Fifty-first General Assembly of Illinois convened in the State capitol at Springfield. The present session of the State legislature is of the greatest significance for the citizens of the State and especially for the citizens of Chicago. Among the bills in which we Chicagoans are especially interested we want to mention the one calling for a constitutional convention; also the one regarding ratification of the Prohibition Amendment to the National Constitution and, finally, one relating to the reform of municipal administration and city finances.

The calling of a constitutional convention has already been decided upon. The citizens of the state decided this question at the last election. But the legislative body has to take the necessary measures for the election of the delegates to the convention and for its financing. The greatest difference





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of opinion in this matter concerns the manner in which delegates are to be elected. Some consider the primary elections for the nomination of the party candidates the most suitable occasion for the election of the delegates. Others assume the viewpoint that the election to the constitutional convention should not be left to the party machine, but ways and means should be found to make it as nonpartisan as possible. Which group will emerge victorious in this controversy is impossible to say at present.

The question whether the Illinois legislature will sanction the Prohibition Amendment to the National Constitution is naturally of the greatest interest to the population of a great metropolitan center like Chicago. In the Senate, the "drys" had the majority. Whether the bill will pass the House remains to be seen. The Anti-Saloon League claims that there, too, their adherents command a majority. Their opponents are of a different opinion. The adoption of the bill by the Illinois General Assembly naturally does not make the proposed amendment to the National Constitution, about which there has been great controversy, a law. For that the consent of thirty-six



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state legislatures is necessary. But over two thirds of this number have already ratified the measure and a number of further ratifications are almost assured, so that it is possible that our legislature might provide the deciding factor in the fate of the proposed constitutional amendment. The responsibility of the legislators, therefore, is tremendous; the effects of their decision may extend over the boundaries of Illinois and all through the United States. May they always keep that in mind!

The possible adoption of the prohibition amendment is already casting its dark shadows before. Almost every day some taverns close their doors because their proprietors are not inclined to renew their expiring leases in view of a forced closing of their establishments, or to pay out high license fees. By the dozens, even by the hundreds, one can observe the darkened places at Chicago's street corners; and the windows, blind with dirt, seem to mourn about the ways of all earthly things. These empty places cannot fail to remind the passers-by of the financial consequences which the prohibition clause, once it has become the law of the land, will have for



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the citizens. Cities like Chicago will suffer such a tremendous financial setback from the loss of income from liquor licenses that other taxes have to be advanced appreciably to make up for this deficit. Besides that, we have to consider the losses of the property owners and the probably much greater losses of all those persons and families who have been earning their livelihood, directly or indirectly, in the liquor trade and who now, in their older days, have to learn a new trade or start in business all over again. Chicago has already begun to suffer, during the last year, from a gradual decrease of the liquor business and must earnestly consider either the creation of new sources for taxes or making the old ones yield more. This needs the approval of the legislature. Its decision will naturally be of greatest importance not only for the administration of municipal affairs during the next few years, but also for the further development of Chicago in general; for unless permission is granted to levy higher taxes, the efficiency of many branches of the administration will suffer considerably, while the proposed and very necessary plans for beautifying the city and relieving traffic congestion within the city's limits will be postponed



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indefinitely.

The reforms in municipal administration which certain people desire, include a change in the election procedure for officials, the creation of an office of commissioner of finances, the consolidation of the various park boards, and the introduction of nonpartisan municipal elections. The sponsors of the movement for a change in the election of officials are motivated by the desire to shorten a lengthy ballot sheet. According to the plan, quite a number of those officials who in the past were elected by the people directly, including the mayor, the city clerk, and the city treasurer, are to be elected and appointed by the city council. The shortening of a lengthy ballot sheet which, in its present size, would better be put up in book form, would certainly be desirable, for voters are now confronted with a task which only a few people are capable of discharging. But whether this simplification has to begin with the elimination of the mayor from the list of candidates is still a controversial point. The consolidation of the park boards, however, can be recommended unhesitatingly. It can only be of advantage to the city. The



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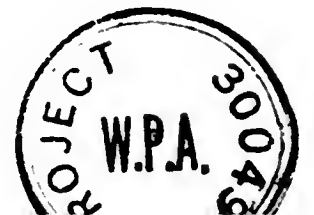
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general introduction of continuation schools for children between the ages of fourteen and sixteen, who are past the regular school age, the institution of an eight-hour working day and one day of complete rest after six days of work for employed women, social welfare for underprivileged children, more adequate legal protection for illegitimate children, the reorganization of our Chicago courts, and the accumulation of a fund to improve highways, are other important items which will occupy the General Assembly and which should merit the close attention of the citizenry.



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WHO DOES THE BRIDING?

(Editorial)

The Anti-Saloon League of Illinois needs money which it is now seeking. They are sending printed letters to all and sundry, who the leaders of the League believe might possibly sacrifice twenty-five or fifty or a hundred dollars for the "good cause" or the good will of the League. The letter runs as follows:

"Of the three steps which lead to ratification of the National Prohibition amendment, the League has taken the first two--the primaries and the general election. We are now confronted with the fight in the legislatures. We are, so to speak, in the position of the Allies--ready for the final cleanup. The campaign, although victorious, has been hard and expensive, since the brewers have fought every inch of the way.

"At least one legislator was offered five thousand dollars for his vote to





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submit the amendment to the voters for approval; the purpose, of course, was to kill ratification by delay. Their main weapon will be bribery--this must be investigated thoroughly and combated effectively. We have to hold the line, and must stop this alien, corrupt, and brutal brewing interest from cheating Illinois out of her rightful place in the order of ratification.

"Ratification is in sight and the breweries are fighting with their backs against the wall; the time has come to bring this fight to an end by any honorable means and with all the strength at our command. In this critical moment we are turning for help to you as one of Chicago's public-spirited citizens. The cause needs your assistance right now.

"Won't you sign one of the enclosed cards? Fix the day to make your payment to suit yourself. Hoping you will sign the largest card, we remain.

Sincerely yours,  
(signed) E. J. Davis, Superintendent  
Chicago District."





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On the "largest card" the subscriber promises to contribute one hundred dollars, on the day he himself specifies, to the Special Campaign Fund of the Anti-Saloon League of Illinois. The second card calls for fifty dollars and is white, like the first one; the third card calls for a payment of twenty-five dollars, and is yellow, apparently expressing the low esteem of the League for such a stingy contributor.

The above-quoted letter is interesting. Certain brewers were subjected to a painful investigation by a committee of the United States Senate because they dared to acquire a few newspapers in a perfectly honorable and legal manner, and let them be managed by men who were against the suppression of the brewers' trade. All brewers were suspected and slandered because they used every possible legal means in an effort to combat the deliberate destruction of their business and property; but nothing illegal could be proved against them except the fact that they defended themselves as best they could against this injustice, and that they attempted to prevent the unconstitutional confiscation of their property.



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The public learned, thanks to the many "investigations" and publications, what the brewers spent their money on and what means they employed in their struggle. But the public has not yet learned what the Anti-Saloon League does with the great amounts which have been put at its disposal and which it has collected and spent. Nor do we know exactly what means it used to assure majorities in Congress and in the primaries and final elections. The general public has no idea why the League's campaign is so expensive or why it needs the money which it claims it must have and which it tries to obtain by circularizing an appeal to "public-spirited" citizens.

It is difficult to see why the League should still need so much money, for the only thing left is the vote in the Assembly. In the Assembly the majority decides, and the League claims to have won a majority in the election. But it seems that the League does not feel too sure of that majority. Or maybe it does not quite trust the legislators from whom it obtained a Prohibition pledge. It fears bribery, and it complains, at least in the case of one member (of the legislature), of an attempt at bribery, which "is the principal weapon of the alien, corrupt, and brutal brewing interests".



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Since the brewers, in spite of the many recent public and secret investigations have not been found guilty of any bribery, and since, on the other hand, it has not been made clear for what purposes the League has spent the sums put at its disposal, nor by what means it gained the victory, it can be said that the League is acting very suspiciously in accusing its opponents of bribery. "I judge others by myself," says the proverb, and it is an old trick of crooks to holler "Catch the thief," in order to divert attention.

The badly discredited brewing interests should learn the lesson the League has taught them. They should investigate the League thoroughly and fight any attempts at bribery. Above all, they should immediately request, and if necessary, compel, Mr. E. J. Davis to name the legislator who allegedly was offered five thousand dollars to vote in favor of the proposal that the voting public be allowed to decide the question of ratification of the Prohibition amendment. That would probably show which of the two sides had attempted bribery, and would also reveal many other things.



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From a thorough investigation we would probably learn why the League is so greatly opposed to a public vote on the Prohibition amendment and why such a short delay would "kill ratification". Do the Prohibitionists fear the vote of the returning soldiers, or is it because they are not altogether convinced of a popular Prohibitionist majority in Illinois? At any rate, their anxiety about a delay reveals quite a lack of confidence in their cause and shows their determination to force Prohibition on the people of Illinois whether they want it or not.

And all this is going on at a time when America is championing the right to self-determination of all nations, great or small, and fighting for the democratic ideal. We should not let this [i.e., the undemocratic imposition of Prohibition upon the people] happen, at least not without making a determined stand. The strategy for the fight is easy: Investigation! And the first thing to investigate is the Prohibitionists' demand for money to combat bribery.



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Abendpost, Oct. 31, 1918.

FOR JUSTICE AND LIBERTY--AGAINST PROHIBITION

(Editorial)

On November 5 the citizens of Illinois have to elect a new state legislature or assembly.

Legislature or assembly elections are always of great importance for the state and for each individual citizen, for the citizen is part of the state; the state is made up of the aggregate of its citizens.

This year's legislative election is just as interesting and important as this year's Congressional elections.

The next Illinois State Assembly, like the Congress to be elected, will have to deal with the task of reconstruction, which calls for the job of putting



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the war industry back on a peacetime basis and of easing this period of transition from war to peace. In addition, the Fifty-first General Assembly of Illinois will have to vote on the Prohibition Amendment to the Constitution of the United States. It will depend on those who become State Senators and members of the Illinois House of Representatives after Tuesday's election, whether the important vote of the State of Illinois is cast for or against prohibition.

This vote may either make all America "dry," or may save this great republic from the preposterous and degrading injustice, the grave moral damage, and the political rape of our democracy which prohibition will bring about.

Our fate will be decided by the type of men elected next Tuesday, when we choose the representatives of the people (Senators and House Members). If a majority of Prohibitionists, unreliable persons, weaklings, and moral



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cowards are elected, then we will have state prohibition, and the state will vote for national prohibition; then property worth many millions will be destroyed, thousands will lose their jobs and means of livelihood, and the citizens who drink a stein of beer or a glass of wine with their dinner, or in the company of good friends, after a hard day's work, will then have to be content with water or resort to illegal moonshine, which certainly will be plentifully supplied. Rightly they will feel like schoolboys or like people who are put under police surveillance because they don't know what is good for them and they cannot be trusted anyway.

That in itself would be bad enough, but a prohibitionist victory in Illinois would mean much more. It would mean the victory of injustice and autocratic intolerance and fanatical and zealous despotism. It would also be an inglorious defeat of true democracy, striving after absolute justice, a democracy which promises, not only to all nations but also to all individuals--





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within the limits of the common welfare--the right to shape their own fate and mode of living and to govern themselves. Prohibition would mean an abrogation of the democracy of President Wilson, whom alone we have to thank that the country has not been "blessed" already with prohibition by an act of Congress. The people would lose their faith in democracy; law and justice would be scoffed at, and the door would be opened to legal anarchy which would not make for prosperity. From national prohibition we could most certainly expect an infamous corruption of the population with dire consequences, and national prohibition would become a certainty if the Fifty-first Illinois Assembly, the members of which are to be elected next Tuesday, voted for the adoption of the Prohibition Amendment to the United States Constitution.

The injustice and damage of prohibition can only be averted if all citizens--whether they themselves drink or not--are willing to maintain justice, personal liberty, and true democracy by favoring those candidates for the legislature who are known to be avowed foes of prohibition.



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Abendpost, July 11, 1918.

/IS THIS THE TIME FOR/NATIONAL PROHIBITION?

/Editorial/



While a nation at War demands subjugation of wishes and interests of its loyal and patriotic citizens, the prohibition fanatics, since the beginning of the War, have tried their utmost to make the conflict subservient to their aims. The importance of War was secondary to prohibition in the opinion of these fanatics, also secondary to the national thought, and certainly above the great national and human interests, which gave impetus to the conflict. They have taken bold advantage of the situation, which necessitated swift War legislation, to further their own interests. The prohibition clique used its contemptible tactics by fighting the most important legislative measures which were due for immediate acceptance if the proposed prohibition law did not receive satisfactory consideration. The Nation's primary need was, of course, disregarded by the prohibition fanatics, who welcomed this opportunity to add more pressure to the economic situation of the country by forcing national prohibition upon a people at War.

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While the Government was encountered with a difficult problem, depending upon the good, loyal citizens for its satisfactory solution, the advocates of prohibition, in unison with the enemies of the Administration, were making the present their harvest time. Thus it appears quite probable that the Senate will pass the amendment which will go into effect January 1, 1919.

Only the President's veto could save the Nation from the swindle of oppression by the prohibitionists, who parade under the false motto: "National prohibition in the interest and because of war." If the President vetoes the bill, he incurs the enmity of the prohibition fanatics. On the other hand, if the amendment is accepted, it will produce bad results economically, as well as socially.

The Senate's acceptance of the amendment would place the head of the Nation in a very difficult position, because he could not display his own sentiment in regard to prohibition. The veto would be certain, however, if the President did not have to consider the War situation, and the solution of many other great problems. Nevertheless, there is still a possibility that the President may save us from the injustice and swindle of prohibition by vetoing the bill.

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CONDEMNNS CABARETS; SAYS THEY ARE THE MOST OBNOXIOUS INSTITUTIONS  
OF THE CITY AND SHOULD BE SUPPRESSED  
Witness before City Liquor Commission Asks For Higher Tax on Beer  
Trucks



A higher license for beer wagons, discontinuation of liquor sales in drug stores and other places, as well as the elimination of cabarets, were advocated yesterday by G. H. Wischmann, representative of a wholesale liquor supply house and legal luminary, who has passed the bar examination. The gentleman testified before the City Commission on intoxicating beverages and gave the most damning verdict on cabarets ever heard of in the City Hall. He advocated a merciless subjugation, since these places not only undermine the social structure but also are the cause of the feminine downfall, as far as the younger generation is concerned. The supposition that the morals of young girls are definitely shaken by indulging in distillery brands of various kinds, was particularly

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emphasized by Wischmann. He declared that the cabaret, with its false intriguing splendor, intoxicates the female of the specie just as much if not more so, as the spirituous liquids.

The cabaret, declared Wischmann with profound conviction, is the most nauseating and dangerous institution of our modern era. A young girl not only imbibes to the point of inebriation during these cabaret performances, but becomes even vastly more befuddled by the false glitter and gloss of her environment. Thereafter a man may proceed with her as he pleases. The cabarets do not even have a semblance of respectability. They should be abolished. They do not benefit a community. It is the most detestable and degrading proposition we have to deal with today, and never should have been permitted to exist in our city. Cabarets should not serve alcoholic drinks and saloons ought to refrain from giving such stage performances. The cabarets ruin respectable places, make decent diversions obsolete, damage our clubs, and undermine social conduct.



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Other reforms which Wischmann recommended would prohibit the sale of alcoholic beverages in drug stores and other unrelated mercantile establishments. He declared more whiskey is consumed in Chicago today than at any prior period. The City Council should draft an ordinance making it unlawful to exhibit liquor bottles in show windows. Then women will not be tempted to buy highly ornate packages of cellar brew mixtures. According to Wischmann's opinion, every beer wagon should pay a \$1,000 license, since it is a saloon on wheels.

John W. Maskell, a saloon keeper, objected. He said that Mrs. Potter Palmer, a leader of Chicago society, controls the Palmer House, where liquor is sold, and that about 75% of the profits accrue to her. Ettelson, City Corporation Counsel, defended the cabarets, saying there are good and bad among them. He was highly opposed to their critics, claiming that objectionable cabarets should be brought to the attention of the Mayor. This virulence against all of them gives the city a bad reputation.

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Abendpost, Feb. 4. 1916

# ON THE WAY TO PROHIBITION

(Editorial)

Chicago will not find it necessary to decide at the Spring election, how it intends to vote on the Prohibition question. The "Drys," or rather, "The Chicago Dry Federation" did not succeed in obtaining the required number of signatures to make an issue of it. They gathered about 87,000 names, whereas 171,171 were necessary to reach the goal.

According to existing laws, 25% of the voters must sign the petition, i.e. registered voters of the last election. As the "Drys" could not complete the desired lists, regardless of persistent efforts for months, only about



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12% being available, we may assume that the majority of the population is not interested; and that the Prohibition party will see the futility of further efforts at present. Simultaneously, with the announcement of its debacle the Chicago Federation states that it does not consider itself beaten, but is now preparing for greater onslaughts in the 1917 Spring campaign. The Association of the "Drys" declares that it feels assured of success, because they already procured 125,000 signatures, and that it will be an easy matter to find another 100,000. The approaching election (April) will, presumably, be a very weak affair and not more than 400,000 may vote.

This assumption is very logical and it is indeed very probable that the prohibition issue will appear on the 1917 ballots. It is certain now, that we can look forward to a strong agitation and denouncement of alcoholic drinks and saloons during the winter of 1916-17. Possibly,

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the town may be dry. After all, retrospection shows a constant growth in the ranks of the anti-drink league; and, whoever, has kept his eyes open and his ears to the ground, must have observed that even the liberal element gradually drifts towards the desert, because of an ever increasing dissatisfaction with the taverns and attending evils.

Many otherwise absolutely liberally inclined citizens, express the opinion that Chicago is on the road to prohibition. It cannot be prevented if the industry does not wield an iron-clad broom for a thorough house-cleaning job, and rid its premises of the criminal, and immoral element. It must rebuild its reputation, proclaim respectability; honesty.

"Rebuild"--today it is done only in isolated instances and because of occasional pressure brought to bear. The large majority of saloon-keepers and brewers like to be looked upon as respectable members of the community, in so far as their friends are concerned. But as representatives of their

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calling, they have not gained public recognition. Their position will be synonymous with infamy when ex-convicts, confederates, procurers and crooks can obtain saloon licenses with the knowledge and consent of the beverage manufacturers or through their deliberate intercession. As long as such conditions exist and continue, the danger of prohibition is bound to grow and ere long even "Chicago" will be dry.

The genuine friends of the brewing and allied interests demand that they cleanse themselves, rectify their mistakes and disperse the unsavory, dangerous element which surrounds them. Their enemies look on contentedly as brewers and saloon-keepers permit the overloading of the branch whereon they sit--until the rupture dethrones them.

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### THE DISASTROUS INFLUENCE

The greater the failure of the prohibition fanatics to procure the necessary petition signatures, the more questionable becomes their influence. Although Chicago has a voting list of 450,000 eligible voters, the prohibitionists failed to procure more than 50,000 signatures, according to their own statement (probably less), which hardly represents one fifteenth of the voting population. When secrecy was promised to them, many persons signed the document against their own conviction, succumbing either to the wishes of a charming friend of the weaker sex, or for business reasons. Since the publication of the signed petition became a possibility, no person attaches his signature to the document first as an obliging friend. Consequently, the real strength of the "movement" had to be revealed. Considering that only one out of every fifteen voters favors the legalized and highly taxed liquor business against the illegal liquor trade, it is indeed astonishing that the fearless press of the world does not take a stronger stand against this constant minority movement.

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Although the small success of these fanatics is of no consequence, they do some harm nevertheless. There is no doubt that any worthy reform movement would receive much more support if the quotation marks of the reformers would not always assure themselves so prominently. That is a condition found in every large city throughout the United States. Furthermore, it is a well-known fact that reform imposers are indiscriminately men of no scruples who would give their support to any politician of their particular fancy. It is not at all unusual that the liberals are forced to support a candidate not exactly to their liking. Thus the divided liberal votes could in this instance be decisive in the success of the prohibitionists.

The Pharisees, the self-appointed guardians of the inner voice of their fellow citizens, play an important part in the continuation of the undesirable conditions in this city's administration, irrespective of their awareness of the fact. Deception and prohibition lies spread by these fanatics are great aids for corruption and lawlessness, especially in rural districts. Nothing reflects so much upon the character of the American Nation as prohibition does; not even the greed for money equals this danger.

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Abendpost, Jan. 28, 1911.

THE SAME OLD STORY

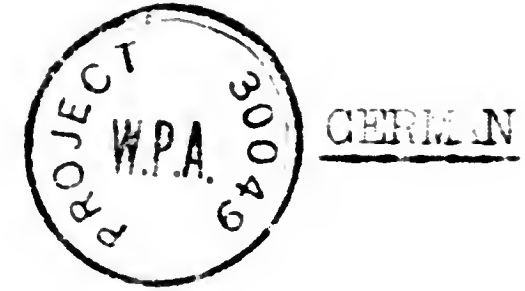
ONLY 10,000 PROHIBITIONIST SIGNATURES OBTAINED THUS FAR



The revived prohibition campaign of several weeks ago to make Chicago a dry city after the spring election, will apparently be doomed to the same fate as all the campaigns of like character before it. In order to voice the request to proclaim Chicago dry, the petition must bear 73,000 signatures. Notwithstanding the Prohibitionists' eagerness, only 10,000 have signed the petition up to now. As the Board of Election Commissioners requested to have the petition delivered not later than February 4, it is no small task to get the petition completed. Much light was thrown upon the capability and strength of the Anti-Saloon League and other fanatical dry agitators at a meeting last night at Millard Hall. It was decided to eliminate the repetition of signatures in those localities where the agents of the League resided, and the following plan was consummated. The problem which confronted the Prohibitionists was the repetition above alluded to, falsifications, mistakes and similar difficulties, in districts canvassed by agents.

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This was to be changed and more attention to be given to the heavily populated sections and business centers. They conceived this idea in the hope to obtain all the necessary signatures during the period of six days. Thus the League places itself in a position similar to that of two years ago, when at the request of the United Societies for Local Self-government, the Board of Election Commissioners rejected the petition on the grounds of innumerable falsifications of names and other irregularities. Mr. Shields, the superintendent of the Anti-Saloon League, well aware of the weakness of his followers, had to resort to make-believe tactics. Thus, he related that the election of the League's Speaker, Mr. Atkins, has brought about the firm establishment of the Drys in the Legislature, and that the Anti-Saloon League would elect its executive members; also that all requests, as well as all demands of the liberal elements which are opposed to local option, should be submitted to the above board for adjudication.



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Abendpost, Jan. 28, 1911.

Mr. Shields forgot to mention, of course, that the liberals will appoint a committee, which will receive all the subject matter of the anti-saloon advocates.

The greatly agitated convention of the Prohibitionists came to a close yesterday.

Surprising results have been obtained at the final session; namely, the convention condemned the National Committee of the party and requested its members to resign. Loud praise was paid to Mr. W. P. F. Ferguson, publisher of the National Prohibitionist, who bitterly attacked the party's management in the State of Illinois. Orders were also given that the party shall not indorse any candidate of another party during the coming election.

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GERMAN

Abendpost, Dec. 9, 1907.

### UNITED SOCIETIES FOR LOCAL SELF-GOVERNMENT

A meeting was called by the United Society for Local Self Government, to establish the battle program for individual liberty. The propaganda made in the south by the Prohibitionists not only ruins the existence of the saloon-keepers and clubs associations, but menaces the activities of all immigrants, especially the Germans. The great English press denounces already all liberals as criminals. Mr. Nicholas Michel opened the well attended meeting as chairman at the South Side Turner Hall.

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GERMAN

Illinois Staats-Zeitung, Jan. 29, 1901.

### VICTORY OF THE DRYS

City Council Prevents Adoption of Changes in Tavern Ordinance  
by Small Majority

After the present victory in the City Council, our local Drys will feel more conceited and be more obnoxious than ever before.

All proposals to change the existing ordinance were met with rebuff at yesterday's session of the City Council, with the result that matters stand as heretofore, especially the clause which calls for the closing of saloons from midnight until five o'clock in the morning.

Saloon-keepers and others wishing to keep the saloons open beyond the midnight hour, will have to gratify their longing clandestinely, as has been the rule up to now.

Mayor Harrison's fear of the Drys is the cause of all this fuss.



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Illinois Staats-Zeitung, Jan. 29, 1901.

After the midnight ordinance's tranquil repose as a dead letter for twenty-seven years, a fact which up to his third year of administration had failed to disturb the Mayor's slumber it suddenly occurred to him to demand its strict observance, and simultaneously he submitted a bill of revocation to the City Council.

He believed the repeal would receive unanimous approval and that this move would prove advantageous at the third mayoral election. But the scheme went awry. He gave the Dry element a foothold whereby they became aware of their power, and in the future they are apt to provide greater difficulties for the tavern owners.

Alderman Foreman advocated the adoption of the majority report of the Committee on Legal Matters, in which not a word was said about revoking the midnight ordinance, and Alderman Novak (10th Ward) made a motion that the minority findings be accepted. To the latter document, in

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Illinois Staats-Zeitung, Jan. 29, 1901.

which a recall of the twelve o'clock closing hour was taken for granted, Alderman Brennan (12th Ward) added the specific amendment that the midnight ordinance should be abolished. The question developed into a two-hour debate, in which Novak (10th Ward), Smulski, Brennan (12th Ward), Brenner, Carey, and Eisfeldt voted for repeal of the ordinance, and aldermen Mavor, Nelson, Foreman, Jackson, Badenoch, and Rector against revocation. When, at long last, a vote decided the issue, it brought the following results: The amendment to the minority report which provides for a peremptory recall of the midnight closing ordinance was defeated by a ratio of 35 to 33.

Several aldermen who voted for the amendment, i. e., to recall the midnight closing ordinance, voted against the majority report because they considered that its provisions, whereby dissolute women were to be controlled, are unenforceable.

Illinois Staats-Neitung, Jan. 19, 1901.

BEER AS A BEVERAGE  
Chicago Brewers Produce Beer of  
Excellent Quality

During a recent session of the Illinois Manufacturers Association, Charles H. Wacker, well-known Chicago brewer, declared that beer is a drink which promotes moderation. This is readily proven by the fact that many foreign governments try to diminish the consumption of strong alcoholic beverages by giving full support to beer and the milder stimulants, such as light wines, etc. And if, we compare Germany, England, and the Scandinavian countries, which regard beer as a universal drink, with other nations, then the assertion about the healthful properties of barley brew appears rather convincing.

The brewing industry undoubtedly has a great future in this country, and Chicago may look with satisfaction to our developments in this

Illinois Staats-Leitung, Jan. 19, 1901.

line, as we are destined to become leaders. Malt products like "Pale Perfecto" and the "Ulmer Malz" [Malt of Ulm, a district] of the Lacker and Birk Brewing Company, and the excellent "Malt Marrow" of the McAvoy Brewing Company, are quality products which build a reputation for themselves and the city of their origin. As people become convinced that beer when properly used is a health-giving drink, the demand for the pure article, such as the above brands, will show a constant increase.





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Illinois Staats-Zeitung, Jan. 19, 1901.

LITTLE INTEREST  
Anti-Vice Propaganda Apparently Does Not  
Faze Saloon-Keepers

Only 200 tavern owners attended the meeting at Brand's Hall. Several speakers discussed the problem and defended their calling, claiming that saloon-keepers are better and more useful citizens than the Drys, that they pay the highest taxes, and that they intend to be heard should **present** ordinances be changed. Mayor Harrison's tavern bill was endorsed and a committee will confer with him. Thus far the Sunday question has not been officially considered by the Tavern-keepers Alliance.

The mass-meeting of the Liquor-Dealers State Protective Association of Illinois, called at the instigation of the First district officials, at Brand's Hall, corner Clark and Erie Streets, was not as well attended,

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Illinois Staats-Zeitung, Jan. 19, 1901.

nor did it proceed as enthusiastically, as might have been expected.

Altogether there were about 200 tavern-keepers present, mostly Germans, when P. L. Wodack called the meeting to order. He declared that the present question, which originated again from the dry element and fanatics, required an answer. The saloon-keepers, who contribute so much to the City and Government, also have the right to be heard when changes are being contemplated that may affect their business.

Messrs. M. R. Harris, August Mette, Joe Grein and Philip Koehler held lengthy speeches and asserted that most saloon-keepers have more dignity and honor and are undoubtedly better citizens than the Drys who regard the taverns as a public nuisance. Every respectable tavern owner endeavors to obey the law, although at times he is beset with considerable difficulties. For instance, it is well-nigh



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Illinois Staats-zeitung, Jan. 19, 1901.

impossible to avoid legal traps, such as the statute which prohibits the sale of intoxicants to chronic inebriates. And the law considers any man a drunkard who has been intoxicated four or five times within one or two years, a condition which is not readily discernible by looking at a person.

It was emphasized that the city ordinances were successful in abolishing so-called vice dens, for which no bona fide saloon-keeper could object. The law is restrictive. Only persons with unquestionable reputations can secure licenses. However, if it is proved subsequently that a saloon becomes the meeting place of a disorderly element, then the permit shall be revoked. Mayor Harrison can, within a few minutes, affix his signature to dozens of cancellation orders. It was a mistake that the booze joints which were open throughout the entire night, were not closed long ago. There were about fifty such places and their existence has been detrimental to the other five or six thousand. All ordinances which affect taverns



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Illinois Staats-Leitung, Jan. 19, 1901.

should be impartially enforced.

The speakers stressed one point in particular, exhorting all tavern owners to become affiliated with their respective organizations, as only thereby will they be able to properly defend their cause.

The Sunday question was not given official recognition, and the midnight closing ordinance received only casual attention. The gentlemen were content to accept a resolution by Joe Grein, wherein Mayor Harrison's proposed ordinance meets with general approval. The chairman appointed a committee which will visit Mayor Harrison, at ten O'clock Monday morning, to confer on the new rules. The results of the conference will be submitted to the Executive Board of the Saloon-Keepers Alliance.

A mass meeting has been announced for Sunday evening in Austin.

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Illinois Staats-Zeitung, Jan. 18, 1901.

### THE DRY SUNDAY

#### Prohibitionists Heads Swollen; Mayor Harrison's Fault

His unwarranted complaisance encouraged Frank Hall to insist upon enforcement of the Sunday laws. Potter Palmer, owner of the Palmer House, must pay a twenty-dollar fine and costs, because he failed to heed the Sunday closing law. Hall threatens to have all saloon keepers arrested if their taverns are open for business next Sunday. Today's mass meeting of tavern owners, at Brand's Hall, may be of great significance, as it affects their future in this city.

Mayor Harrison concocted a nice mess for the taverns. His subservience to "Rev." Frank Hall [quotation marks appear as indicated,



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Illinois Staats-*Leitung*, Jan. 18, 1901.

Translator], of babbling music hall fame, encouraged the latter. Hall, it will be remembered, secured a subpoena against Potter Palmer, because the hotel proprietor permitted an infraction of the State's Sunday Closing Statute on January 6. Liquor was sold on the "Holy Three Kings Day," and yesterday the case was argued before Justice of the Peace Everett, who assessed a twenty-dollar fine and nine dollars sixty-five cents in costs against the defendant. Frank Hall was so elated that he threatened to have all malefactors arrested and brought into court on Monday morning.

Corporation Counsel Walker, in commenting on the case, said; "There is no reason why the law should not be enforced. It has always been regarded as sufficient to draw the shades of windows and not to keep the doors open. That is humbug. The law prohibits the sale of liquor on Sundays. It depends upon the incumbent administration just to what extent the statute is to be enforced. Here in Chicago no particular zeal has been shown at any time. We have a tremendous German population.



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Illinois Staats-Zeitung, Jan. 18, 1901.

Germans like to bring their families to some respectable place on Sunday afternoons, where they can enjoy a glass of beer and good music. But the law is not concerned with that; what is applicable to one applies to all. Everett is only a Justice of the Peace; an appeal against his verdict would have to be entered in the Criminal Court."

Mayor Harrison was not at his office when the danger of Chicago's impending dryness became known. Police chief Kipley refused to comment on Everett's decision when questioned by reporters. He said, "I am not interested in the opinions of justices of the peace!"

Frank Hall intends to hire twelve **detectives** next Sunday to help him secure evidence.

A committee from the 18th Ward will see the Mayor.





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Illinois Staats-Leitung, Jan. 18, 1901.

The German tavern keepers must not fail to be at their scheduled mass meeting this afternoon, at Brand's Hall, at two o'clock. The resolutions may have a far reaching effect upon their business. If the saloons are closed on Sundays, then the tavern owners are confronted with a diminution of not less than fifty business days, without a corresponding reduction in license fees.



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DIE ABENDPOST, December 11th, 1895.

### AGAINST ALCOHOLISM

According to the standpoint of noted physicians, humanity never will do away completely with alcohol and certain kinds of liquids or solutions, containing a percentage of alcohol. Most medicines to-day could not be manufactured without the additional alcohol.

On the other hand, we do not believe in prohibition-laws, forbidding the use of wine, beer and liquor by human beings. The sale of alcohol or any drinks, containing alcohol, should be controlled or regulated by law, but not eliminated as it is the heart's desire of our dry fanatics.

There are and always will be drunkards- with prohibition or no prohibition-, and the use of drinks, containing alcohol, always will depend on man's commonsense, which can be learned only by patient teaching of selfcontrol in human habits.

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Die Abendpost, June 8, 1894.

### TEMPERANCE AND MODERATION

The English word "Temperance" means moderation, but nevertheless, the Temperance Societies do not preach moderation but absolute abstinence. If these Abstinence-fanatics could make the laws, they would punish the use of anything, containing alcohol, as a severe crime.

We have studied the temperance-movement thoroughly and cannot agree with any of its hypocritical doctrines. Experience has taught that legalized temperance has made drunkards, criminals and hopeless hypocrites out of people.

We are glad to say, that particularly German elements have kept away from this Temperance movement with its hidden attacks on personal freedom. The German-people as a rule believe in a sensible use of beverages of any kind, containing alcohol, and harmonize this standpoint with medical science, which is favoring the absorption of proportionally small quantities of alcohol through the use of beer, wine, etc. as a healing, nourishing and disinfecting effect on the human body.

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Die Abendpost, Oct. 23, 1890.

[SALOONS MUST GO]

Under this title, the super-temperance fanatic and old spinster, Frances Willard, has written a poem which was set to music by T. J. Kimball and will be sung by thousands of children at the dedication of the Temperance Temple on November 1.

This building will cost over a million dollars and is located at the corner of La Salle and Monroe. It will be the headquarters of the "Woman's Christian Temperance Union."

WFO (Ill.) PROJ. 3027

Chicagoer Arbeiter-Zeitung, Jan 9, 1889.

GERMANS AS APOSTLES OF HOLY JOHN OF KANSAS.

A society of fellow Germans was founded yesterday afternoon in the beautiful garden city of Chicago. The aims of this society will be to hire pious recruits for the faithful army of the drys. These good-natured reformers and sons of the rough and simple German Michael realize that the world is in a bad condition and they will try therefore to bring back humanity, especially thirsty humanity, to the natural health-springs of Mother Earth.

It is a classical idea and we congratulate these sincere water apostles for their laudable efforts and wish them the best of luck now that they start under the new name of the National German-American Prohibition League.

Therefore, good luck, once more, to such an important undertaking. May God bless you, you dear German fellow-countrymen!

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Illinois Staats Zeitung, Jan. 9, 1889.

### GERMAN WATER SIMPLETONS

A new society under the name of the "National German American Prohibition League" was founded yesterday by our German temperance fanatics. The "noble" aim of this society is to employ all possible means for the enforcement of prohibition. Yesterday's meeting was called in order to organize, but if we could arrive at conclusions, judging by the size of the attendance, the life of the newly formed society is as good as doomed. The stand of the Germans on the question of prohibition is well known and only a day dreamer or a cold water apostle could hope for success. There were hardly enough persons present to appoint the necessary officers. After they had satisfied themselves reciting many empty phrases, the following officers were elected: Henry Ricke, President; B. A. Eisener, Wheaton, Illinois, and J. H. Nitz, St. Joseph, Michigan, Vice-Presidents; J. H. Reissman, Madison, Wisconsin, Secretary and E. G. Schultz, Elgin, Illinois, Treasurer.

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Chicagoer Arbeiter Zeitung, July 28, 1888.

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### THE TEMPERANCE QUESTION

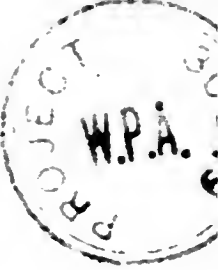
Our standpoint in regard to the temperance question is known to our readers. As any person with reason we would welcome the possibility of abolishing drunkenness, but we object to prohibition.

In our opinion the only remedy against drunkenness is in getting rid of its causes: poor nourishment, wrong education, domestic troubles, and quarrels originating mostly out of financial conditions and so on.



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Illinois Staats Zeitung, June 21, 1888.

### GERMAN LUTHERAN AND PROHIBITION.

Even the more strict members of the German-Lutherans will have nothing to do with prohibition. The recent conferences of different synods have demonstrated this attitude. The synod accepted a resolution which is, basically, a definite stand against political prohibition, and contains the following statements: "We as a church can not participate in the present ecclesiastic political temperance movement, because it does not discriminate between secular and ecclesiastical administration, but mixes them together. It is the duty of the secular government to prevent vice with lawful means, but it is the duty of the church to save men by faith in Christ from committing sin. However, there is another reason why the church does not identify itself with prohibition. The prohibition movement does not discriminate between proper use and abuse of the gifts of God. No gift of God can be condemned as such, but it is the abuse and misuse which is wrong and leads to corruption."

The differentiation between moderate use and misuse is made very plain, and this is in accord with Luther's teachings who condemned drunkenness, but recommended the reasonable use of beer and wine.

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Chicagoer Arbeiter Zeitung, Mar. 4, 1884.

SALOON KEEPERS CONVENTION  
A No License Movement

"In the Nordseite Turner Hall, the oft mentioned convention of the saloon-keepers, took place yesterday, for the purpose of starting an anti-Harper-law movement. Peter Hansborough called the Convention to order and proposed the election of Peter Hand as President and August Timm as Secretary.

The convention accepted the nomination. A proposal to exclude reporters was rejected. Upon Mr. Hansborough's recommendation, the following were elected Vice Presidents:- Conrad Seipp, Frank O'Neill, E. D. Besley, Peter Schoenhofen, G. H. Geer, Charles Desmehy, John S. Cooke, August Mette, Thomas Hennessy, Louis Sievers and F. Lange.

While the committee retired to check on the credentials, Mr. Mc Keough the counsel of the English Saloon-keepers Association held a long speech, which was mainly directed against Joe Medill and A. C. Hesing.

These men called him a shyster lawyer in their newspaper and accused him of dis-

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Chicagoer Arbeiter Zeitung, March 4, 1884.

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respect of the law. He intended to bring a damage suit against the German paper.

His past could be favorably compared with those of his accusers. Neither he, nor the saloonkeepers are disregarding the law, but they consider it their duty to fight against a law which has been obtained through misrepresentation. The Harper law is an unjust oppression of a legitimate business. The decision of the Supreme Court does not satisfy him, it fails to answer all questions pertaining to the matter. He would like to know, whether there is a law which says that beer and ale manufacturers only, are using malt. As far as he knows, they use malt also in making all kinds of spirituous liquors.

He claims the state has no right to interfere in the licensing of the business, which is the sole right of communities. -----

Meanwhile the Committee which examined the credentials returned and reported that the Chicago Liquor Dealers Association, was entitled to 46 Delegates, the

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Chicagoer Arbeiter Zeitung, March 4, 1884.

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North Side saloonkeepers to 17, those of the West Side to 15, the South Side to 19 and the Bohemians to 3, a total of 97 Delegates.

Not represented were the old Chicago Saloon-keepers Association, the Brewers Association and the Wholesale Liquor Dealers Association.

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Chicagoer Arbeiter Zeitung, Feb. 19, 1884.

### THE TEMPERANCE CONTROVERSY

The German beer and whisky papers in this country could not forbear from disgracing the memory of a brave man among the Germans in America, accusing him of being a "fanatical Temperance advocate and a cracked hypocrite". The man of whom we speak is the late Wendell Phillips. By accident we got possession of one of his speeches, in which he touches on the temperance question. We repeat what he says: "I am a follower of the temperance movement. I adhered for 40 years to the principles of moderation, which I consider the best teacher of life." Same is the basis of self denial and self determination.

Immoderation is one reason of poverty, but there is another side to it, too. Poverty is the cause of immoderation, drunkenness! Compel a man to work 14 hours a day and you degrade him to the life of an animal. You destroy his highest ambitions, jade his taste, kill his spirit! You make an automatic tool of him, who slaves 14 hours a day. If among 100, one through an iron will and resistance remains a man, it is a fact that 99 are lost under the pressure of conditions.

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Chicagoer Arbeiter Zeitung, Feb. 19, 1884.

Our German news cossacks and beer drinkers, whose highest ideal the saloon represents, must naturally consider such views and expressions as "crazy".

This we have to admit.

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Chicagoer Arbeiter Zeitung, Friday, August 24, 1883.

### GERMAN TEMPERANCE MEETING.

In Lake Bluff, the Rendezvous of "cranks" of the most varied coloring yesterday a meeting of German Drys was held or rather it should have been held. It was a pitiful fiasco, aside from a few ministers and crazy women, the latter in deference to the holy gospel, having left their husbands at home in order to follow a far younger Reverend. Nobody appeared. The first speaker was the editor of a small church paper, The Pioneer (Der BahnBrecher) - "Prof." J. A. Schintz. The burden of his jeremiad was that the Germans had quite enough money to invest daily in some beer and liquor, but for the "Pioneer" they have nothing, nothing to spare.

On the program we noticed first the far from unknown name of Pastor Schiele of the Trinity Church. After a few inquiries the reporter learned, that the Pastor probably would not speak because being much addicted to guzzling himself, he would make himself more than ridiculous by a temperance speech.



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Chicagoer Arbeiter Zeitung, September 1, 1882.

## MEETING ON THE NORTHWEST SIDE.

The Socialists of the Northwest- side held their regular meeting last night at Nutzhorn's Hall. Comrade Pollmacher was the first speaker of the evening and pointed out, that the 31st of August was the anniversary of the death of Ferdinand Lasalle, one of the greatest combatants for the cause of humanity. At the close of his speech, all those present honored Lassalle's memory with a Hoch for the dead leader and thinker.

Comrade August Spies followed Pollmacher on the speaker's platform. His subject was: "The Temperance Question". He spoke of the Puritan history and pointed out the source of the original Temperance movement and of the obsteniousness of the Church, which later on was added to its dozmas, and how one of the measures adopted by the administrators of the former English colonies became one of the corner stones of the Puritan Church.

He spoke then on Temperance at the present day, saying, that it should not be for Socialists to decide whether the effects from alcoholic beverages were good or not. The question is one of principle. If we were to allow the majority to dictate



Chicagoer Arbeiter Zeitung, September 1, 1882.

to the minority what they should drink, tomorrow or the day after they would claim the right to dictate what they should think. Religious fanaticism would have a free rein, and an initial success would only spur it on to greater demands. Religious freedom would soon be ended; one coercive law would follow the other, etc.

A resolution was accepted, in which the reactionary agitation for temperance and bigotry were condemned, and vows made for a fight against the fanatics and enemies of freedom.

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Chicagoer Arbeiter Zeitung, July 19th, 1882.

**"District Convention of Dealers in Liquors."**

The Innkeepers of this district, which includes Cook County, met, this morning, at the Northside Turnhalle, for their annual convention. Mr. George opened the convention and read a report to the effect that the Society has a membership list of 526, of which 140 have joined the Union since last year.

He further stated with satisfaction; that the English Innkeepers, lately joined our organization. As for the question of Temperance, it would seem necessary to join the party, which pledges itself to actively fight the temperance movement.

The factory owners and wholesale dealers were criticised for their indifference toward the activities of the organization, although, they are the ones who would suffer the most under the proposed temperance law. The sums of money they donated were appreciated, but we need their undivided moral and personal support.



GERMAN

Chicagoer Arbeiter Zeitung, July 19th, 1882.

Mr. George was elected President, and the Treasurer gave the report on finances. For the inspection of mandates Messrs. A. Miller, P. Miller and Hansburg, were appointed and within ten minutes a report was made that 40 delegates had been present. The next point of discussion was the permanent organization. Adolf Mille was appointed President and Frank Adams, Secretary.

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Illinois Staats-Zeitung, Apr. 25, 1881.

### THE AMERICAN VERSUS THE GERMAN TEMPERANCE MOVEMENT

It is an interesting coincidence that while the temperance movement has attained its height in this country, Germany is experiencing a similar movement, although the objective is somewhat different. The German government has submitted to Parliament a bill for the eradication of drunkenness. The old saying, "although two persons perform the same thing, it still is not the same," can be properly applied in the case of the American and German temperance movements. The American temperance fanatics go so far that in order to curb drunkenness they demand the discontinuance of the sale of intoxicants. Here the drunkard is not as much condemned as is the individual selling the liquor. In this country, they not only aim to teach moderation in the indulgence of liquor, but are not satisfied with anything less than the enforcement of absolute temperance.

The liquor question in Germany is of a different nature altogether. Although the movement against misuse of intoxicants is the bone of contention, the fight

Illinois Staats-Zeitung, Apr. 25, 1881.

however, is not directed against the distribution and sale of intoxicants. Thus, the liquor merchant is not held responsible for this evil, but the individual himself, who is the willing victim.

The bill submitted to Parliament is specific on this point, demanding punishment for disorderly conduct while under the influence of liquor. The bill also requests that the law against drunkenness should be intensified instead of looked upon as a mitigative cause, as was done in the past.

This clause of the bill is highly commendable. The law against disorderly conduct while intoxicated was misused in Germany to the same extent as the acquittal of persons in conflict with the law is misused here on the pretext of temporary mental derangement. Murderers and other criminals drink excessively before committing their crimes. They do not drink to get courage but rather to protect

Illinois Staats-Zeitung, Apr. 25, 1881.

themselves against the law. The fact that the mental condition of the defendant at the time of the crime plays an important part at the trial. The criminal takes refuge in drinking in order to defy the law. A reform for the protection of society is badly needed.

Neither the spirit nor the tendency of the temperance movement in Germany can be compared to the temperance movement in America. Nevertheless, the American temperance fanatics contend that the principal cause for the movement is the same in both countries. The Cincinnati Gazette made a false statement that Germany is contemplating the adoption of temperance laws of the same intensity as those to which the Germans of this country are so strongly opposed. Despite this error, it will provide the temperance apostles of this country a welcome subject for argument.



Illinois Staats-Zeitung, Apr. 21, 1891.

BRUNNEN, R., 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

The temperance fanatics of America who are not familiar with the German language have lost a good deal of enjoyment which they could have derived from Bismarck's remark, namely, that drinking beer makes people stupid. That Bismarck did actually make this remark in a privately held conversation with Mr. Von Suelow, nobody would doubt who is acquainted with the gentleman's tone and mode of expression. Bismarck, made also a public statement in Parliament to the same effect. Nevertheless, his argument that whiskey was preferable to beer would have rather shocked the American temperance advocates.

There are numerous reasons why Bismarck condemns beer and speaks in favor of more intoxicating liquor. One of them is, that beer-drinking was one of his favorite pastimes, but out of consideration for his impaired health he was obliged to give it up. Thus it is quite natural that he became an anti-beer apostle. He is of the opinion that a drink of whiskey, taken at the right time, is invigorating, while beer, on the contrary, has a tendency to enervate

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and produce sentimental reactions. In the story clear, it must be brought to our attention that Bismarck is the owner of large estates, which leads to the supposition that he has a lot of the Prussian land owners operates a distillery thus using to his best advantage the potato crop. The Germans have been considered beer-drinkers so far, but Bismarck dispelled that illusion. The German idea of enjoyment of life consisted of taking the family to a beer garden, drinking in the beauty of the outdoors, while enjoying the sipping of a glass of beer. This picture of German happiness was held up as an example to any other nations. But Bismarck changed completely this picture of German happiness.

Just how correct Bismarck's statement was, is a point of argument beyond our authority. But there is no doubt, according to official German newspapers, that the German nation has increased its consumption of liquor. This, according to Bismarck is to be no real gratifying occurrence, as it does seem rather strange that a bill for the retention of and the punishment for drunkenness was submitted to Parliament. Or is this bill principally directed against the light beer intoxicant, while requesting no strict measures against the real demon of intoxicating liquor?

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There is also another point to be considered, namely, that Bismarck is wasting his efforts on the introduction of a national beer tax as the means of a splendid revenue. Imposing a tax on an article of general consumption is considered by the Germans as an act of hostility against them. Bismarck, obviously unbeknown to himself, became a foe of beer, transferring his friendly attitude to heavier intoxicants. If this were a case for the American Minister of Finance to handle, the simplicity of it would be astonishing. Whiskey, the favorite American drink, is taxed 500 per cent of the original cost, while beer, in contrast, is taxed only with fifteen percent of the original price. A shrewd minister of finance in Germany would increase the tax on beer, while diminishing the tax on liquor. But it is neither understandable nor excusable that Bismarck, in order to be successful in his plans, minimizes the importance of beer, of which he has consumed gallons in his day, and glorifies the abominable product derived from potatoes.

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GERMAN



Illinois Staats-Zeitung, Apr. 16, 1881.

### THE CHICAGO TAVERN KEEPERS' SOCIETY

The Tavern-Keepers' Society held a meeting yesterday at the Vorwaerts Turn Hall at which the last city elections were again a subject of discussion. Mr. Baum regretted that most of the newspapers and public speakers proceeded with their attacks in a manner which would be regarded improper at any other but election time. He was vexed still more at the indifferent stand taken by the Journal of Freedom and Right, the organ of the innkeepers. This newspaper neglected its sacred duty, in the eyes of Mr. Baum, else it could not have suffered the slur accusing them (the tavern owners) of being concerned only with their own gain, according to a statement appearing in the Staats-Zeitung, April 4th,....

The tavern owners seem to misinterpret the stand of this newspaper and that of the German people. The battle for freedom from temperance is by no means carried on just to aid the tavern keepers in their dilemma. Temperance is



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not largely a question of concern for the innkeepers but rather a question of individual freedom. To make this freedom certain is the German's goal, although public decorum shall be preserved under all circumstances. This is the demand of the German people--not to aid tavern keepers--but for their own satisfaction. It would be well for the saloonkeepers to come out of their trance--they who frown upon hard labor and **prefer** to "make a living" by gratifying the thirst of others--thus regarding themselves great public benefactors.

Mr. Mueller was then requested to have the article under discussion read once more, to a larger assembly. At this point Mr. Adolph Georg mounted the speakers' platform saying that under existing circumstances it would be proper to request the committee for justice to advise Mr. Schuster, the publisher of Freedom and Right, to change his tactics at future elections. Furthermore, Mr. Georg said it was absurd of Mr. Schuster to attack A. C. Hesing, a man who merited the gratitude of the society. This is, in his opinion, plain ingratitude toward a man who showed a deep interest in the society.



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Mr. Baum then proposed to consult Mr. Rubens as to the advisability for the modification of the compromise ordinance of 1873. This proposal has been accepted.

C. Hau then suggested that a compensation should be offered to A. C. Hesing for his services to the society, however, in the opinion of Mr. Georg, this would be an insult. Mr. P. Mueller then offered the information that at the time of Hesing's bankruptcy, a collection to lighten his burden was taken up among the brewers and innkeepers which netted \$30,000, and was presented as a gift to Mr. Hesing. This, Hesing never mentions. Mr. Georg displayed impatience at the "old woman's chatter" to which he compared the society's lack of dignity....

The question was then discussed whether an increase in the trade license would have a tendency to eliminate disreputable saloons or produce just the opposite results. Messrs. Georg and Mueller deplored the shameful



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management of these sort of taverns which were fully in accord with the report in the Staats-Zeitung. But, to put pressure upon, and disorganize disreputable inns and taverns is the job of the City Administration. The fight against prostitution is however not the only worry of our decent German **tavern** owners; they have to have the good will of the brewers also. It has happened of late that decent German innkeepers were forced out of business by brewery concerns although no plausible explanation could be given. Mr. Mueller named Schlitz's brewery in Milwaukee as one of the offenders. He proposed that a mass-meeting should be called and preparatory steps taken in order to agitate that every member of the Innkeepers' Society discontinue the sale of Schlitz's beer.

"Furthermore," he said, "it is the job of the public as well as that of the tavern owners to be instrumental in the closing of houses of prostitution." He then related how he pleaded with Mayor Heath in favor of suppression of houses of ill fame, and the final victory over it. After the meeting adjourned, a reporter dispatched to Mr. A. C. Hesing informed him of the





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statement made by Mr. Mueller, to which he replied that Mueller deliberately lied when he spoke of a \$30,000 gift or remuneration for his services in 1873. "On the contrary," he said, "I have donated six months of work to that organization for the sake of the campaign. I have thus neglected my own lumber-yard business resulting in an actual loss of \$250,000....."

